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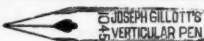
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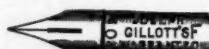


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The Principal's Chief Duties.*

By ELIZABETH BUCHANAN, Principal of Woodland School, Kansas City, Mo.

The principal has, without doubt, many important duties whose daily performance has much to do with making and keeping the school efficient, still there are occasional duties upon whose thoughtful planning and faithful carrying out much of the true success of the school largely depends.

There are also many unexpected and therefore unprovided for services that tax the principal's time and strength, and also thoroly test his skill and ability to deal with emergencies, and the manner of meeting and dealing with these difficulties oftentimes has much to do in establishing the principal's position among the teachers and pupils as a person to be relied upon in times of need, or just as surely warns them that they must depend upon themselves when these occasions arise, since the head of the school has not the readiness of wit, nor boldness of purpose to meet those golden opportunities.

It is well that the manifold duties of a school principal find not an abiding place on the *daily* program, else many of us would not have been here to greet the opening of the twentieth century. A school is neither made nor unmade by one day's work, yet one day's work may plainly reveal to the initiated whether the principal has his school well in hand; whether the spirit of friendliness and co-operation is abroad in that little community; and whether the school is headed in the right direction for forward movement, or if it is simply caught in a dead eddy, turning round and round.

It is not every one who can successfully fill the office of principal of a modern city school. Some there are who know too much, others who know too little, either to supervise or teach well in most of the grades of a primary and grammar school. The first mentioned have been too long away from, and too far above, the child to understand his struggles, to comprehend what the book and teacher demand. They expect too much of him. They think the child understands, when by a show of hands he intimates that he does. The other is too much on the same level in ability with the child to ever lead him to a higher altitude, where his horizon may be broadened. The child under such a principal or teacher is content with little effort because his teachers are satisfied with that and tell him he has done well. If the child under such guidance ever attains to any real scholarship, it will not be because of, but in spite of his instructors.

There are principals who hinder the progress of their schools more than they help, by their manner of supervision. They antagonize their teachers by tyrannizing over them to an unwarranted degree. Instead of *requesting* the teachers to do certain things they *order* that these duties be attended to. They permit no individuality of method or device, and allow the pupils under them no privileges except those that can be indulged in behind the autocrat's back. They lack that sympathetic spirit which children and dogs intuitively recognize in those who are truly interested in their welfare. There are others who seem by their very presence in the school-room to lighten and brighten the work of the sometimes

dull routine of class drill and grind. Every one, teacher and pupils alike, seem fresher and more alert when such a principal enters the room. They show their pleasure in their faces at his coming.

I have read somewhere that a principal's duties are classified under two heads, viz., supervision and instruction, but I can scarcely separate the two in my own work; when I supervise, I am also instructing, and when instructing, I am supervising. In fact, whatever I am doing in school, and most of the time out of school, I am silently taking notes that may be used to advantage in the school work. What I may say to-day, I shall leave for you to classify as you think best. I am not a systematic, analytic paper writer, I only talk right on and tell you what I do know from my own experience in the schools.

Matters of Detail.

There are so many mechanical details to be attended to in a well-managed modern school, and which must be done by the principal if done at all, that one feels sometimes, that one has degenerated into a mere errand runner at the beck and call of anyone who crooks his finger, or who may call by that more familiar signal, the tapping of a lead pencil.

Those who are naturally inclined to work in detail, soon become as Martha of old "troubled with many cares." Probably it is better,—like Mary, to ignore the small vexatious details that clamor loudly for our attention, and fondly hoping that things will come out all right,—fix our gaze only on the mountain tops of theory and method. Of course, someone must look after the multitude of little things that come up daily, hourly, and if the principal shirks, then a heavy duty falls on the teachers' shoulders. Because a school is only half a school unless these particulars receive a large share of attention. As long as teachers and children are human, there will arise daily many circumstances to embarrass, hinder, or entirely thwart progress in any line of work, if not at once controlled or completely overruled by some one a little higher in authority. No one but the principal can do this, and he must do it promptly and effectively.

Then there is a general oversight of building and grounds that cannot be neglected. Heat, light, and ventilation often minor considerations to the teacher constantly in the room, at once appeal to the principal on entering, unless he is lamentably deficient in both optic and olfactory nerves.

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The Principal as a School Director.

Every school has its own peculiar conditions and environments, and the principal who knows his work knows what are its weak as well as its strong points. No two schools being exactly alike, it would be a difficult matter to suggest any program suitable for all.

The principal who has entire charge of a class or room cannot be sure of his plans being thoughtfully and in-

*Read before the Principals' Meeting in Kansas City, Mo., Feb. 8, 1901.

telligently carried forward by his teachers. This is true because we have teachers who always say they will do as they are asked, but who will not turn from their own narrow well-trodden pathway to make even a trivial experiment unless the principal be along to direct each new step.

The principal who teaches all day can only gain knowledge of other classes in the school by exchanging rooms with his teachers. He thus learns how his associate teachers are doing, and at the same time becomes acquainted with his pupils.

Contact with Pupils.

The better a principal knows his pupils, the easier it is to control them. Whenever, for any cause, it is impossible for me to go into each room in the school daily and take some part, however small, I feel the effect of my absence from their classes when I go among them on the play-grounds. They seem to look upon me as the principal of the school who is far removed from them in work and sympathy; my office is merely that of "boss," to check them in their sports,—to be cross—to scold, in fact, to be disagreeable. But when I go from their class rooms to the play-grounds I am a different person altogether. I know and appreciate their efforts to do certain hard things required of them in lessons and conduct. I am a friend who would do nothing to lessen their pleasure at noon or recess, but watchful only that no child gets hurt or mistreated by older and rougher children.

The principal who says to a teacher, "I don't go into your room very often, because I know you are doing all right," makes two mistakes. He pushes those pupils far away from personal contact with himself and thus loses their friendly support on the playground, and he also deprives his good teacher of the encouragement and suggestions she has the right to expect from his presence in her school-room.

The daily association with children on the playground has as much as any other one thing to do with the efficiency of the school. If school means anything besides the mere getting and reciting of lessons, it means the teaching of right association with one's fellows in play as well as in work. It means, that children shall, in a measure, be kept pure in thought, speech, and action. It means that the vicious child, the bully, the sneak, and the coward as well as the manly, upright children shall be taught to submit to rightful authority.

The principal is the one who rules that little republic and it is not often that he can afford to absent himself from his station. The children must fully understand that difficulties, which naturally and unavoidably arise in their play, must be referred to him for settlement. They cannot take these matters into their own hands and fight them out to a bloody finish. They must have a wholesome fear of his just anger, and a perfect confidence in his unprejudiced decisions.

Association with children on the playgrounds checks rudeness of speech and prevents many accidents and quarrels that might, if unchecked at the moment, grow into something more serious. The children grow confidential with the principal who walks or stands near them in their games. If the principal learns their games and is able to appreciate skilful play of any sort, that is another bond of sympathy, and they will look for this approval at every little advantage gained while playing. They will also talk about many things connected with their play or work, and it is a dull mind that cannot learn from them how to manage.

Relation to His Teachers.

Another element of power for good in a school is the strong, steady force that comes from a united corps of teachers. When principles and teachers are in deed and spirit co-laborers, the whole school feels the uplifting, harmonious enthusiasm that is always powerful for good.

I cannot imagine any one thing more harmful than for principals and teachers to be at cross-purposes about what is best for the school. The principal, more than

any other person, is responsible for the kind feeling or lack of it among his teachers. He, more than anyone, can see the growing discontent of one teacher with her work or with another teacher. He, more than anyone, should know how to check gossip, and small jealousies that at times arise and threaten the peace and work of the entire school.

Discontent, discouragement, and perhaps jealousy among a body of teachers are often caused by a principal's injudicious praise or show of favoritism to one teacher to the exclusion of others who do equally good work along the same line. Not only principals are guilty of this thoughtlessness, but superintendents and supervisors are open to this same charge, and often cause many a teacher to lose courage by their seeming indifference or lack of discrimination in estimating school work.

Judicious Progress.

There are principals who let their school work stiffen and run dry for want of some refreshing shower of new ideas and methods. Other schools are as unstable as water; nothing is ever done long enough to reach any definite results. Fad succeeds fad,—experiment follows experiment until the school is a failure. Woe to that school whose principal goes to one or the other of these extremes. Either discards the old things altogether because they are old, or continually chases the brilliant butterfly called "New Education" simply because it is new.

Possibly no one ever got out of his methods what he fondly imagined could be gotten out of them. But the one who succeeds best is he who has a vision that can pierce the future and can see, as in a glass darkly, the fulfillment of his dreams and work, and yet has a hold on the life of each passing day that never weakens or falters. He carries with him always and everywhere some hidden secret of personality that insures success.

There must be for all of us, some mixture of passion, common sense, and criticism that would make our work good, if we only knew how to blend it or where to search for the quality or qualities we lack. The most precious qualifications that a school principal should have are precisely such as cannot be taught: his true efficiency is dependent on some priceless personal gifts which cannot be imparted to others. There is a sixth sense, which must have come as a birthright, else there is only a small measure of success attendant on his efforts as headmaster.

Frank Dealing With Teachers.

The principal of a school should not only be a student, an investigator himself, he should be able to inspire his teachers with a desire to investigate—to know the principles of education which are already established and which underlie all mental development. He should be able to suggest improvements in the methods and devices of his teachers. He should not hesitate to talk frankly with the teachers about his plans and their work. If the work is good, it will be all the better for a few words of appreciation from the principal; if it is not satisfactory, why not tell the teacher your opinion of it, and give her an opportunity to make it better.

This desire to avoid unpleasant things, sometimes results in great injustice to the teacher. The first she knows of her principal's dissatisfaction with her school-room is when the list of teachers for the next year is printed in the daily paper, and her name missing. Or if it does appear, it is found at the bottom of the list among the "unassigned."

It is a species of moral cowardice in the principal not to tell a teacher where she is wrong and show her a better way before reporting her at headquarters as a failure. I mean *young* teachers who are usually willing and anxious for suggestions. We are all aware, of course, that there are some teachers who know more than all the principals and superintendents combined, and who will take no suggestions. If a principal becomes rather desperate in regard to some portion of such a teacher's work, and

ventures to offer a mild criticism, tears flow freely and she pathetically deplores the fact that she is so sensitive that every pin-prick so deeply wounds her. She has tried so hard to please the principal, etc., etc.

If the principal is a man, he probably feels that he was a little rough, and will be afraid to venture again; if a woman, she will have the pleasure of hearing later on, that "women principals are so hard to get along with; you can't please them, no matter what you do." Such teachers need to be embalmed for a thousand years or more, so that their nerves may get in good condition and can no longer be made an excuse for inability to do good work.

Pedagogic Equipoise.

It is the principal's well-poised equipment that makes a steady, evenly-balanced school. When a school devotes a great deal of time to one phase of work, it is always at the expense of some other study or studies.

The principal whose bent of mind is strongly toward mathematics or literature or geography, will, if he is not careful, impress his teachers with the idea that his particular hobby is the most important thing in the whole course of study, and before he is fully aware of the mischief done, his school will be abnormally strong along one certain line and deplorably weak in other directions.

I do not wish to be understood as saying a school should make no new departure along educational highways. Far from it. We must experiment in many things, and carry the experiments out to their logical conclusions before we can know the truth—whether it be good or evil. This cannot be done in a day, or a week, or even a month. Some experiments require a year or more to determine the outcome, and we must be careful not to make these experiments too frequent or too radical. It is only generous and fair to give some other schools the privilege of trying some of the new fads before adopting them into one's own school. The advice given by some wise disciple of fashion, "Be not the first nor yet the last to change the style of hat or dress," might also apply to certain kinds of school work. Some of us lack the spirit and temper of educational leaders, and must content ourselves with following.

"Show" Work.

If the work planned out by the powers that be is to be done at all, the principal should see that each study receives its apportioned time on the program; this presupposes that the principal knows the course of study for his school, as a matter of course. If there is any portion of the course of study to which no attention is paid by some schools in a system, while others are straining every nerve to encompass the required work, then it should be cut out of all, or be demanded of all.

Imagine the feelings of a principal, when a teacher, on passing thru the office in the morning, says, "I rode part way this morning with Miss Blank of B. school, and she says she spends an hour every day in teaching water colors." "What grade has she?" "Second grade. She says they do beautiful work. I asked her about the arithmetic, but she said, 'Don't speak of that.'" "Do you want me to take up color work with my class? I can do it, but of course, it takes time." "I believe you would better give the drawing only its allotted time." "Yes, but what a fine showing it will make when we have an exhibition of drawing." It makes one have a feeling of vast emptiness and loneliness to hear a school lauded above all others because one or two subjects have been pushed out of all proportion to the rest of the work. It takes a steady head to stand firmly on one's feet when the wave of popularity strikes high on that school and leaves the earnest conscientious all-round principal and his school stranded on the barren shore of commonplace, old-fashioned school teaching. But after a while the wave recedes, water seeks its level, and all is serene as before. Another wave comes, and still another, but persistent, whole-souled teaching will withstand many shocks and recoils of wave after wave of public opinion.

Visiting of Class-Rooms.

The principal should visit each room in his school every day to hear and see what is being done there. It is far better that he take hold of the classes occasionally and do a little teaching, than to sit in the office wasting time by reckoning up column after column of useless statistics, or making out averages that lead to nothing. He can, by these visits, test the work of both teacher and pupils, and thus keep the business of his school well in hand.

Occasionally a set of review questions prepared by the principal is a fine tonic. He puts the questions a little differently from what the children have been accustomed to and their answers to them will be surprising to all concerned. But there will be quite a stir, an awakening, for a short time after the questions have been sent around.

In all general exercises in which the entire school takes part, the principal is the one who should plan the work, instruct the teachers what to do, and then follow it up to see that it is uniformly carried out. It is better for the principal to make a tour of the building and personally instruct each room in these matters than trust to the teachers' indifferent reading of a note sent round by a messenger. Have an understanding with the teachers that when a note of instruction is sent round the school they are to stop their recitation and read the note at once, and that they are to add a few emphatic words to anything you may find necessary to say to the classes either by note or in person. It makes much more effective the work and discipline of a school, if the teacher thus heartily seconds anything the principal may say to her class, than if she merely listens to what he says without comment, or if she hastily reads a note sent round, and trusts to her memory to tell the class what was in the note later in the day. The teacher's added words clinch the matter, and show the children that the teacher and principal are one in their requirements.

Reports.

In making out reports, especially at the close of each term when the double report comes—recitation and examination—the principal can save the teacher a great deal of drudgery that last week, by a little foresight. Make out the recitation grades the Friday night or Saturday preceding examination week, so that they may be free during the week of examinations, for the correcting of papers and recording of test grades only. The time for handing out these reports should be looked after; it is as easy for all the teachers to hand children their reports on a given day as it is to drag them over a week or more.

The parents who take any interest in the matter, know just when to expect their children's reports, and they can and will look into the case if a report is not taken home on time.

Meetings of Teachers.

The monthly meetings at each school can be made of great value to the teachers as a means of exchanging ideas, and of gaining a little inspiration and strength for the next four weeks. Much detail work is necessary at these meetings, and should be turned to good account in improving the general running gear of the school. The meetings should, in addition to this essential looking after the minutiae of the school, bring before the teachers some topic for discussion. A program planned by the principal for the entire year should be announced in the fall, and the subjects assigned to the different teachers. If there are two ten-minute papers read at each meeting, the discussions will more than occupy the time until half-past four o'clock. It is neglecting a powerful agent for good in a school to allow the "short Friday" hour to degenerate into a mere reckoning up with tardy or disorderly pupils.

Teaching How to Study.

Very little attention is given in the schools to teaching children *how to study*, yet this is one of the chief reasons why schools are maintained in a community. The usual plan of the teachers is to assign the lessons and then have

no care or concern about them until the next day when it is time to hear those lessons recited.

The awkward way the children attack their lessons, their lack of understanding what the books say and what the teacher wants, the loss of time involved, the dependence on some other child or some older person at home for a glimmer of light, seem never to trouble the teacher's thoughts. She has assigned the lessons and will hear them when prepared, and her duty is done. If instead of withdrawing entirely from the pupils during their preparation of a lesson, she had gone among them and learned their lessons with them, or given hints and suggestions as to the best plan of studying the subject, explained some of the obscure phraseology of the text,—the recitations would not only be more satisfactory but the pupils would have gained in strength and power for future work.

If the ward schools do not, in a measure, teach the children how to study, where will it be taught? Not in the high schools, certainly. The pupils of these schools do most of their studying at home under no supervision at all. It must be done in the ward schools, if the children are to be successful students in high school work.

It is almost of the same importance as the possession of knowledge, and no child should be promoted to high school work until he has learned *how* to study.

Example of Honesty.

But when all these things have been thoughtfully and carefully looked after—when the school is running like a well-oiled machine—it cannot be a school in the highest, best sense, unless its influences and teachings tend to elevate the moral nature of the children. The school should set its face steadfastly against dishonesty in any form.

The child must be taught to be honest with himself. He can be made to feel, to know, that dishonest work at home and at school injures no one so much as the one who practices it. He is cheating himself out of an honest manhood by being a dishonest boy. It always brings its sure reward of detection sooner or later, and it calls down upon his life and work, the contempt of the faithful, conscientious men and women who hate deceit in any form.

The principal's devotion to duty, his honesty of purpose, his upright character are always the best sermon to the young. No amount of talk can accomplish what the steady, persistent devotion to duty and right living on the part of the principal can teach.

If both principals and teachers are in earnest about their work and are straightforward in their dealings with each other, with the children, the parents, and all others who come in contact with them in school work, the pupils soon see that it is possible to practice this virtue and be held in high esteem by the best people in the community.

When a school can claim as its principal, a man or woman of broad culture—of high executive ability—of deep convictions of duty—of an earnest progressive mind without being erratic or bigoted, it has one of the most favorable opportunities any school can have of approaching the ideal.



The lesson of the educational statistics of the different states has been expounded very frequently of late; yet it is a lesson which will bear a great deal of repetition. Here it is, as stated by Mr. Charles W. Dabney in *The World's Work*:

Massachusetts spent in 1898-99 \$12,261,525 more upon her public schools than Tennessee. But see what a return she gets. Each one of the 2,805,346 citizens of Massachusetts—men, women, and infants—has, as we have said, a productive capacity of \$260 a year, against \$170 a year for the average inhabitant of the whole United States and \$116 a year for the average inhabitant of Tennessee. The inhabitant of Massachusetts has thus an excess of \$90 a year over the average inhabitant of the United States and \$144 a year over the average inhabitant of Tennessee. This means that the people of Massachusetts earned in that \$252,487,140 more than the

same number of average people of the United States and \$403,969,824 more than the same number of people in Tennessee. Twelve million dollars invested in superior education yield 400 millions a year.

The latest report from the board of regents of New York state contains interesting information regarding the traveling library system. It seems that in the past month of February sixty-six applications were filled, calling for thirty-six traveling libraries, nearly 1,000 photographs and more than 1,600 slides, besides lanterns and wall pictures. One hundred and thirty-four books in raised type were circulated among blind readers in the state.

Apropos of the recent bulletin on traveling pictures which roused such a babel of criticism the regents state that such criticism is based wholly on misunderstanding or, in many cases, on acceptance of a hasty impression of some newspaper report, instead of on a reading of the bulletin itself, which claimed only (1) that it contains none but good art; (2) that the selections can be put on school walls without danger of offending extremists of any sect or cult. Local authorities will often choose, with the regents' cordial approval, subjects not included in this list.

The Yale Bureau of Self-Help is doing an excellent work in securing employment for students who need assistance in getting thru college. Tho it has been in operation for only a few months it has already succeeded well in co-operating with business men who need active and earnest young workers. Many Yale students have been given chances to serve as clerks in department stores during the rush hours or on Saturday evenings. Several have evening employment on trolley cars. One student has taken a room in the rear of an undertaker's shop, which he gets free of charge in return for being there every night and answering death calls by telephone. The bureau has found that for every honest job there is always a student applicant.

The papyri that are now being distributed among the American universities by the Egyptian exploration fund contain some very interesting manuscripts. Among others we note that a papyrus for Yale of the twenty-second book of the Iliad of the first century preserves the notable combat between Achilles and Hector. Harvard gets two pieces of the Odyssey of the first century. The University of Pennsylvania has a fragment of the Odyssey of the first century. Among seven papyri for Columbia is a tax collector's returns, showing items and how the collectors made returns in A. D. 196. There were poll taxes in A. D. 122. In the papyrus for Hamilton college is the receipt for a voter named Philoxenus.

This society, of which Dr. William Copley Winslow, of Boston, is vice-president and managing director, is doing a work of great value, and is undoubtedly justified in the appeal it is making for funds to carry on its investigations. Most of this work of recovery if it is to be done had better be done quickly, for with the agricultural development of the Nile valley the line that separates the desert from the sown land is being pushed farther and farther back and a moistness of atmosphere introduced that is fatal to the preservation of these ancient records.

In Zulu there are three clicks—made by the tongue against the front teeth, the side teeth, and the roof of the mouth. These clicks make all the difference in the world in the words. The word "Amaqanda," for instance, with the click of the tongue against the palate, means "eggs," while "Amakanda," with the click of the front teeth, means "human heads," so that, if one wanted eggs for breakfast and asked for "Amakanda," one would be likely to produce no little consternation, and perhaps bring about results which would be the reverse of pleasant.

—University Correspondent.

Educational Opinion:

An Educational Digest of Reviews:

The Function of a School for Teachers.

The problem of the proper organization of a school for the professional training of teachers is discussed by Francis Burke Brandt in the first number of the *School of Pedagogy Record*. The writer says that the problem is complicated by the fact that our American school system falls into five clearly differentiated divisions: (1) Kindergarten education; (2) elementary education; (3) secondary education; (4) higher education, and (5) highest education. Mr. Brandt includes under the term highest education that represented by true universities, and by professional and technical schools resting on a basis of collegiate education. The difficulty has been that too many trainers of teachers have failed to recognize the fact that the problem is one of training individuals for some one of these divisions of the school system, not all.

A school for the professional training of teachers must recognize that there is no "general art" of teaching. The teacher is an artist in some special phase of the school process; he is skilful either as a kindergarten, an elementary school teacher, a secondary school instructor, a college professor, or a university investigator and technical leader. There thus arises a special pedagogy of the kindergarten, a special pedagogy of the elementary school, a pedagogy of the secondary school, a pedagogy of the college, and another of the university. These special pedagogies must be developed with due regard to the conclusions reached in the general science of the school process. Nor is a teacher adequately trained who does not comprehend the meaning, limits, and possibilities of his special phase of school work in its relations to the function of the school as a whole. But with this differentiation of function in the teacher, process comes a differentiation of function in the training school.

The special training of teachers will vary with the kind of instruction upon which they purpose to enter. College professors should be trained in universities, where the student will naturally specialize in the subject which he expects to teach; secondary school instructors may be trained in colleges, where, besides taking such range of courses as satisfies the requirements of a liberal education, the student should devote attention to that group of subjects which he expects to teach; a student preparing himself for work in elementary schools should have opportunity for advanced instruction in the subjects required to be taught in the elementary schools; the student preparing for the kindergarten should have training in the exercises which make up the special subject matter of this grade of instruction.

The normal school whose work rests upon a secondary school basis, that is, which requires graduation from a high school for admission, should give two years' training of distinctly collegiate grade. Have not our normal schools, in their desire to be so "professional" as not to teach "subjects," made the great mistake of spending in "reviews," or in representation of elementary subjects "from the point of view of method," an excessive amount of time—an excess which had better been spent in advancing the scholarship of students under teachers who, regardless of elementary school methods of presentation, would have been capable of instructing and inspiring them by college methods and in the college spirit?

But whatever the scholarship of the teacher, and whatever the grade of instruction for which he is fitting, there can be no question as to the advantages that will accrue from the distinctly professional training of the teacher. This training embraces all those courses which are necessary to an adequate understanding of education as a science and as an art. It is the function of a training school for teachers, therefore, to provide a course of study which should include the following: history of

education, general pedagogy, and special pedagogy.

The special character of the latter course will depend upon which division of school work the teacher in training is to enter. Such courses, however, will always include three parallel lines of work—first, observation of the organization, discipline and instruction of a number of selected schools of the given grade; second, actual practice in managing and instructing classes in a school of the given grade; third, special training in the principles and methods of organization, discipline, and instruction applicable in schools of the given grade—considered, however, particularly in the light of the general function of the school as a whole, as already developed in the course in general pedagogy. Finally, no adequately organized school for the training of teachers will neglect the general scholastic requirements. We may name further five subjects of such cultural importance to the student of education as to be almost absolutely necessary as a part of his professional training: biology, logic, psychology, ethics, and sociology.

Scientific Method and Life.

In an address by Mr. Henry E. Armstrong, F. R. S., published in a recent number of the *London Journal of Education*, the speaker makes some suggestions to teachers that are as applicable to conditions in our own country as in England. In inquiring wherein our methods are faulty, Mr. Armstrong says, we may well take some illustrations from current events.

If we consider the part played by Baden-Powell in South Africa, he continues, the reputation he has achieved, and think how his success is to be explained what must we conclude? Quite simply that he is a master of scientific method; in other words, gifted with common sense and with the faculty of using it. It is easy to fathom his methods, as he has fully displayed them in his manual, "Aids to Scouting," which every teacher should possess and study as being one of the few books dealing with the "practical arts" which will be worth preserving when text-books generally are destroyed by edict.

According to Baden-Powell, "the main key to success in scouting is to have pluck, discretion, and self-reliance." Surely these qualities are the key to success in everything! Pluck, he tells us, in its highest form—viz., that of the unassisted individual—is very much the result of a man's confidence in himself. And confidence in yourself you can only have, he adds, when you know that, by training and practice, you are thoroly up in the work that you have to do. Self-reliance he defines as the ability to act "on your own hook"—to be able to see what is the right line to take, according to circumstances, without wanting some one at your elbow to tell you exactly what to do.

Of course all will agree with this; but can we assert that we in any way train boys and girls in school to exhibit such pluck, discretion, and self-reliance? I venture to say that we cannot. Instead of being self-reliant, discreet, and full of intellectual pluck, our modern boys and girls are made absolutely dependent on their teachers and on text-books; they have scarcely an idea of their own except on topics which have not been touched upon in school, and they have no healthy desire to increase their intelligence.

Baden-Powell's book is full of good advice which is applicable to ordinary training. Take, for example, his instructions on reporting: "Only report facts, not fancies. That is to say, in describing say a river, don't call it a 'large river'—that may mean anything—but give its apparent width and depth in yards and feet as nearly as you can judge. Similarly, 'a large body of the enemy'

conveys no meaning—it might mean a squadron or it might mean a division.” Nothing could be more admirable than this direction to report facts, not fancies. It is what we insist on in all scientific work; it is what is required in the world by all employers who rely on their assistants for information; but the art is one which is never learned at school.

The Remedy.

There is but one way of effecting the necessary changes, and that is to reform the universities whence the supply of teachers is derived. Directly or indirectly they govern everything. This could be done within a generation if headmasters would but agree to make the demand—by the universities requiring proper proof of some appreciation of scientific method to be given by all candidates for admission, which would make it necessary for all schools to give proper training in scientific method; and by their insisting that the spirit of research shall dominate the whole course of training. The theory at the universities at present is that a man must be well read—that he must know all that other people have done—before he even thinks of doing anything himself. Only graduates are allowed to scout—to do research work; consequently the majority escape without any taint of acquired intelligence, and those who undertake research work as a postgraduate exercise are frightfully hampered by a burden of knowledge much of which is useless, because the power of using it has never been inculcated and self-reliance has never been taught.

While making these demands of the universities, the schools must be prepared to make great changes. Far less attention must be paid to books and to set lessons; far more attention must be given to practical studies conducive to the formation of habits of self-reliance. Boys and girls must learn to think and act for themselves, to utilize the knowledge they have, and to know how to increase their knowledge. To this end they must be taught “to think in shape,” as Thring puts it; to work with the tangible.

The Queerest School in London.

The *Westminster Gazette* recently gave a vivid description of a truant school which the little Hooligans of London are compelled to attend if they are caught. It is, the writer puts it, the oddest school in the whole metropolis. There is nothing just like it in the immense London of Edward VII., and that is saying very much. It is a trap to catch the little Hooligan; the tiny, piping little Arab with the wild eyes, the sharp tongue, who wheedles the kindly and compassionate out of his pence in return for matches which are not wanted; who sells “speshuls” at unholy hours; who cries “winner,” “orrible murder,” “orful slorter,” “great vict’ry,” which often exist only in his own lively imagination; who flattens his perky nose against the windows of tempting sweet *emporia*; who devours Barmecide banquets of steaming suet puddings, accompanied (in imagination) perhaps by great platefuls of beeksteak and frizzling onions; who haunts the great stations and with wistful eye asks your lordships permission to “carry yer little bag;” who is never found absent from the cheering choruses of street minstrels; who—alas! that we should have to say it—plays pitch-and-toss and banker on quiet doorsteps; who is passionately fond of Covent Garden and Smithfield; and may even be found hanging about the gallery doors of the playhouses, turning cart-wheels, singing comic ditties, or hunting with the cunning of a Leatherstocking or a Chingachgook the cast-off cigarettes.

We all have a warm corner in our hearts for the street Arab. As Lamb shed a kindly tear on Belisarius, so does the prosperous citizen feel a throb of pity for the blue feet, the naked bosom, the rags and tatters, the inched, starved face of the London waif. But few, however, have the time or take the trouble to think of

the astonishing difference which a very few years will have made in the little friend whose pathetic condition is so affecting. Yet the same blue-eyed child with the wispy fringe, the sharp tongue, the tickling repartee may have grown into Hooligan the basher, Hooligan the street-corner larrikin, a leading member of the famous Roaring Forty Gang or the Bold Belted Brotherhood, and would think no more of knocking the pousy friend of his piping youth down and robbing him if he got him in a dark corner than respectable folks would of going to their daily business.

This child trap is a day truant school, the only one in London, to which the Arab comes by order of the law at 8 A.M., and within whose frowning walls he remains till 6 P.M., at which hour the heavy portals fly open, and once more he is restored to liberty, braced up mentally, morally, and physically, after ten hours of honorable and healthy toil, with proper intervals for refreshment and recreation.

Let us too pass in ere the bolts are shot and hold a little conference of our own with the chief of this great establishment, who is in his private sanctum. Says Governor Humphreys—he is not dubbed master, you see; there is a smack of the penitentiary about the title; no rebel ever enters his presence without a military salute—with emphasis born of conviction: “I feel myself that the housing question is much to blame for Hooliganism. Many of my little fellows here are the victims of circumstances.”

“Indeed! How is that?”

Then he took thought, and in a moment summoned up from the vasty deeps of his experience an example, “Only yesterday I went into one of the courts about here to make some inquiries about a truant, when I met a poor woman—a widow with four children clinging to her petticoats. ‘See ‘ere,’ she cried, fierce and indignant, ‘you talks about me not sendin’ my kids to school, but just loo’ at them—, she opened her hand, and I saw three h.f.-crowns and a sixpence. ‘I’m speakin’ God’s trufe when I say I’ve bin lookin’ for a roof to shelter us since nine this mornin’—with the money goin’ beggin’ in a manner of speakin’—seven shillin’s for rent and sixpence key money—and do you think I can find one? NO!’”

“Poor woman! And what was her total income?”

“Twelve shillings a week—of long hours; but that did not affect the question. Her wages were not in her mind, nor the fact that 70 per cent. of them had to go in rent.”

“Nevertheless, governor, the figures explain why the child goes bread-winning. Bread before the alphabet, meat before multiplication—?”

“Yes; the poor child is more sinned against than sinning.” Then he touched a button. His door swung open; the genius of the bell appeared—a nipper with an open, friendly face, and eyes which missed nothing. He advanced, hand up to fringe, and stood at attention. “Go and tell Johnny Jones I want to see him, my boy,” said the governor. “Yessir.” Then he vanished, and in a minute or two reappeared, ushering in a pleasant-looking youth of thirteen, who also stood at attention and eyed us curiously. “Johnny, my lad, tell us how much you used to give your mother every week. Speak out, my boy.” “About ten shillin’s, sir.” “Ten shillings, eh? That is a lot of money for a boy like you to earn.” “Yessir,” replied Johnny proudly. “Tell us how you made it, Johnny?” “In Coving Garden, sir. Two or free bob—shillin’s, sir, of a Toosdy; two or free bob of a Fursday; five bob—shillin’s—of a Sattdy.” “But how, Johnny?” “Please, sir, mindin’ baskits, runnin’ arrands, fetchin’ cawfee, sir. Turn my ‘and to anyfink, sir.” “And you always take your money home to your mother, Johnny?” “Yes’r”—fist to forehead like a semaphore working. “Good boy! Can you read, Johnny?” A flush came over that honest face. Johnny Jones hung down his tousled head. His hand went up to his eyes. His bosom heaved. I looked another way, for I believed that Johnny Jones was crying. He was

mentally naked; he was ashamed. He was bitterly conscious that he had to eat of the tree of knowledge in this company of little boys who did not reach up to his brace buttons—for he wore no waistcoat.

"Stick to it, Johnny, my boy. That'll do," quoth the governor—and Johnny Jones, who had never been to school in his life before, so it is believed, returned to his labors.

"You see he is an excellent little fellow, but what chance would he have in another five years, when he will be practically a man, in an age of intense competition? Now let me show you some other human samples, who, if not caught in what you call our trap, must certainly join the Hooligan gangs."

The genius of the button ushered in six boys, whose ages varied from seven to eleven, placed them in a row before the governor, and departed.

"Now," said the governor, addressing the tiniest of these, a ferrety boy, who never stopped smiling, as if life were a huge joke and we were two funny corner-men talking for his amusement. "Now, Jimmy, tell us why the magistrate sent you here." "Coth the kop ketched me, thir," smiling. The other five tittered at this unexpected reply. "Yes, Jimmy, but why did he catch you?" "Coth I were sellin' matches, thir." "No, no, Jimmy, you were begging." Jimmy chuckled, and his little shoulders heaved with mirth. "How much did you make, Jimmy?" Jimmy took thought. "Thumtimes a lot, thir, thumtimes a tanner, thumtimes nuffin', thir." "What, at begging?" "Pleeze, sir," put in the biggest of the six, "he didn't alway sell matches—he were a rare 'un wiv hextry speshuls." "Oh! How many halfpenny papers do you get for a penny, Jimmy?" "Twenty-theven for ninepenth, thir, and accordin'," replied Jimmy, alert in a moment. By "accordin'" it came out that if he had only a penny he invested it in three papers, and so on, in proportion to his capital. "Fine profits, Jimmy! Did you take them home to your mother?" "Yeth, thir—NO, thir. No, thir." The governor knew better than that, for Jimmy, tho so tiny, and only seven, was quite independent of parental control, and frequently stopped away from home for days together.

This is not surprising either. Five of the family slept in the bed. Jimmy and another slept under the bed.

"And now, Jimmy, tell us how you spent your money?" "On grub, thir." "What sort, Jimmy?" "Cakes, thir, and plum puddens, thir, and cawfee, thir, and," with a great gasp, "German thossageses"—these words literally seemed to be shot out of him. For the first time Jimmy was genuinely affected, and his eyes quickly dimmed as he mournfully thought of dinner-time at a day truant school (a very excellent one, by the way), and mentally contrasted it with the delicious past, the wild freedom of the street and its chances, and the highly flavored sausage. "But you didn't spend all your money in food, Jimmy? You used to play cards, didn't you?" Jimmy was himself again. He tittered—a sort of ventriloquial explosion—"Yethir." "How much did you pay for your cards, Jimmy?" "A apenny, thir." "And what else did you play?" "Coddam, thir—banker, thir—pitch and toth, thir." "And who did you play with, Jimmy?" "Other boys, thir." "Are they here, Jimmy?" "No, thir." "Um," quoth the governor to me, "more's the pity!"

Then, after a few words with the other truants, who held much the same sort of records, he dismissed them.

"You see," he said to me when they had gone, "my business is with the children of the truant class, children of the 'one room,' from which the Hooligan is largely recruited. This is attacking the evil at its source."

A loud summons on the big bell then brought our conference, in the oddest school in London, to an end. So successful has it been that the school board is now establishing two more like it, down East and in Battersea.

Care of School Children's Teeth.

(Continued from last week.)

The Situation in the United States.

Cannot the United States be aroused to the necessity for appointment of trained dental officers in the schools? As the matter now stands, we are at least ten years behind Great Britain in this respect. If they have not already done so, would it not be well for the National Dental Association and the state dental societies to appoint committees whose special work shall be to arouse public sentiment in favor of public dental supervision, provide and push forward legislation favorable to the appointment of dentists for this purpose?

Uncle Sam has 16,738,362 pupils in his schools. 15,138,715 are in the public schools. What attention do their teeth receive?

It is all right to have their eyes and ears and throats and noses and other parts of the body treated by medical officers, but the teeth that guard the entrance to the body whose function it is to lay the foundation for future physical comfort and usefulness, can open and shut in the performance of their duty and not receive adequate systematic repairs for the incidental wear and tear or for the ravages of decay. Is this right?

Are you aware that we are not only behind England in this matter, but also behind Russia, Sweden, France, Holland, and other foreign countries?

The subject of rendering public dental service has been merely skimmed over. An attempt has been made to give you something to think about. It appeals to the sensibilities of the population of the globe in some shape or other. Africa and America are yet to be heard from. In Europe, Russia has made a beginning; Holland and Sweden have really done something; France is systematically developing public dental service; England has reported the greatest progress to the Third International Dental Congress. Other countries on the continent are yet to be heard from. Where does the United States come in? Shall we be the tail-enders?

The following questions were forwarded to the superintendents of public instruction in the various states:

I. Do dentists render public dental service, by appointment or otherwise, in the schools of your state? Said service consists of examinations of teeth at regular periods, making out chart of decayed teeth and dental service needed and sending same to parents or guardians accompanied by the request that the teeth receive the necessary attention from the family dentist. If not by him, then authorizing the official dentist to do the work.

II. If dentists are appointed to supervise the teeth of pupils in the schools what salary do they receive and where does the money come from?

III. Do you favor the appointment of dentists to take care of the teeth of pupils in your schools? If not, why not?

Out of twenty-five answers obtained to these questions from different sections of the United States, six state superintendents of public instruction were non-committal in regard to the third question, as to whether they favored the appointment of dentists to take care of the teeth of pupils in the schools or not. Twelve were opposed to the appointment of official dentists. Seven state superintendents were in favor of the appointment of dentists to take care of the teeth of school children.

All the states represented declared that school children had no dental supervision either from officially appointed dentists, or dentists nominally known as the school dentists.—From *Items of Interest* for February.



The register which an undergraduate signs on first entering his college does not provide much scope for humor, conscious or otherwise. He has only to give his name and address, and the name and status of his father. But there is a story told of a more than usually guileless freshman who inserted in the column headed "Description of father," the terse and vivid sentence "Old man with white whiskers." —*School Guardian*.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MARCH 30, 1901.

Dangers to the Common Schools.

The *Atlantic Monthly* for April has an article by Mr. G. W. Anderson, on "Politics and the Public Schools," that ought to receive the widest possible publicity, especially in cities, where school administration is not directly under the eyes of the taxpayers. Mr. Anderson has the courage to speak frankly of what he has observed in his experience as a member of the Boston board of education, and, excepting a few rhetorical extravaganzas, he handles most delicate questions, such as race and sectarian prejudices, and "woman's magic spell," with a tactful directness that will compel ready assent.

THE SCHOOL JOURNAL will speak editorially of his most important presentments in succeeding numbers. Here is a thought for superintendents, principals, and all friends of the schools to ponder:

If our public schools fail to furnish an education fully as good as can be obtained in private schools, intelligent, conscientious, and well-to-do parents will withdraw their children; only the children of the poorer and less intelligent will remain; the public schools will thus speedily acquire a social stigma; in this event these schools will cease to perform one of their most important functions, namely, the democratization of our heterogeneous population. Their proper function is not merely that of furnishing intellectual and moral training, but of assimilating our whole people to an American type, and of checking the tendency toward a social stratification that will prevent the common sympathy and understanding necessary for the co-operative effort of a democracy.

This is the fundamental thought upon which the common school is built. Mr. Anderson did well in measuring the effect of the evils, that are besetting the way, by the standard here pointed out. THE SCHOOL JOURNAL prefers the term *common* school to *public* school as used by Mr. Anderson. There is so much meaning in the term that it ought to be sacredly preserved. However, Mr. Anderson is imbued with the right spirit. This is the warning he gives:

If, as has been so often said, free public schools lie at the very basis of enduring democratic institutions, it is not enough merely to furnish these schools; the attendance must also be general, especially the attendance of the children of the better classes,—of those who have some legitimate claim to social standing. To-day, it is not the private school based on religious or sectarian preferences that is encroaching upon the field of the public schools; it is the private school based on social preferences, or, what is still worse, on intelligent objection to the methods and manners of the public schools. The public schools can never do their proper and essential work in a democratic society, if the public school teachers, as a class, fail to command intellectual and social respect. Their social status is nearly as important as their educational efficiency.

It is obvious that if public school teachers are, or are supposed to be, the creatures and appointees of politicians of the class who have been so prominent in the administration of our larger cities; if intelligent and conscientious parents become imbued with the idea that the teachers in these schools are there, not because of their intellectual merit and moral character, but because of willingness to assist in the political advancement of the class who have constituted so large a part of

our boards of aldermen and common councils, an exodus is certain to follow; the schools will cease to be really *public* schools. It is not enough that the schools should remain fairly good, and the great majority of teachers conscientious and reasonably efficient; the very appearance of evil must be avoided. The public school system, like Cæsar's wife, must be above suspicion.

Teach Music in the Schools.

Luther's opinion concerning the teacher who cannot sing prevails at the present time thru the whole of Germany. Every elementary school teacher is required to be able to lead in the singing. The playing of one or more musical instruments is also quite generally insisted upon. The teachers' "seminaries," as the German normal schools are called, make a strong feature of their musical courses which usually include singing, violin, piano, organ-playing, counterpoint, and the directing of choirs and choruses.

In America the importance of music is gradually receiving something like its due share of attention in the schools. Iowa takes the lead in making the teaching of vocal music compulsory for all public schools of the state. It took nearly fifteen years of continuous agitation to secure the passage of the following law, which was placed on the statutes in the spring of 1900:

Section 1. That the elements of vocal music, including, where practical, the singing of simple music by note, be taught in all of the public schools of Iowa, and that all teachers teaching in schools where such instruction is not given by special teachers, be required to satisfy the county superintendent of their ability to teach the elements of vocal music in a proper manner. Provided, however, that no teacher shall be refused a certificate or the grade of his or her certificate lowered on account of lack of ability to sing.

Section 2. That it shall be the duty of each county superintendent to have taught annually in the Normal institute the elements of vocal music.

A law of this character is needed in every state in the Union. Music is fully as important as drawing. Narrow utilitarianism and that peculiar kind of meanness which cloaks itself in the plea of public economy are forever conspiring to withhold from childhood whatever may serve to enrich life and increase the sources of happiness. Iowa has taken the lead. Indications are that Kansas and Illinois will soon follow. Other states will fall in line. The time is ripe for vigorous agitation.

Large Gift to Teachers College.

The trustees of Teachers college announce the receipt of a gift of \$100,000 from a New York gentleman and his wife. The donors do not wish their names mentioned. The entire amount is to be expended in the erection and equipment of a free school in the neighborhood of the college. This school is to be devoted to the study of problems of the public school curriculum and to co-operation between home and school. There will be provision for a kindergarten room with fifty seatings, for eight elementary class-rooms accommodating 240 children and for departments of sewing, cooking, manual training, music, etc. There will also be a gymnasium, baths, library, reading rooms, and accommodations for evening classes, club meetings, and social gatherings for the people of the community.

The donors have requested that there be living rooms for three or four resident workers, at least two of whom shall be trained settlement workers, appointed on the nomination of the council of the University Settlement Society of New York.

The letter of gift reads in part as follows:

"We have been very much impressed by the splendid work done there (Teachers college) under the efficient guidance of its officers, and it is as a sign of appreciation of such work that we beg you will regard the offer we herewith take the liberty of making. Should our gift prove acceptable to you, we would respectfully ask you not to have our names made public in connection therewith for the present."

Mr. F. W. Foerster, writing in *The Ethical Record* from Zurich, calls attention to the tremendous influence the philosophy of Nietzsche is exerting upon the younger generation of philosophers and pedagogs in Germany. The influence of Nietzsche, he says, can fairly be compared with that of Rousseau in another time and country. As Rousseau preached the return to nature and the longing for simplicity in the midst of highly civilized life, overburdened with artificial forms and degenerated by greed and luxury; so Nietzsche looks, like Kipling, for the untamed force of nature in man, for the outbreak of reckless instincts, because it seems to him that the vigor and energy of the will are sapped by the artificiality of modern life.

The practical effect of this philosophy of life, Mr. Foerster believes, is the development of a certain spirit of brutality toward the unfit; of a disposition on the part of the strong to deal on equal terms only with the strong. A new aristocracy is forming, based not upon birth, for the origin of the strong man is of no consequence, but upon achievements. The hope for the future lies in a recognition by this new aristocracy of the truth that the elevation of the *over-man* does not necessarily mean the debasement of the under-man. It is not possible for the one to rise to the greatest possible degree of efficiency without the co-operation of all.

An unusual state of things is reported from Rochester, says Mr. E. S. Martin, in *Harper's Weekly*. Some citizens who are solicitous that the town should lose nothing that can be had for the asking have lately been moved to suggest that it should accept a public library from Mr. Carnegie. To this response is made—and this is the surprising part—that that is not advisable, because Rochester already has a public library, which, with a little help from its own citizens, would meet all requirements. So says the *Rochester Union*. Walt Whitman once told a man who met him riding in the street cars in Philadelphia that he had a new job; that Mr. Childs paid him a salary, and that his work was to ride in the street cars, and when he saw a conductor who needed an overcoat, he guessed his size, and told Mr. Childs. "It's not hard work," he said, "and it helps Mr. Childs." Possibly if Rochester has a public library it may not greatly need another, but, after all, accepting libraries on Mr. Carnegie's terms is not very hard work, and it helps Mr. Carnegie.

To this it might be added, however, by one of the numerous people who are giving Mr. Carnegie advice as to the disposition of his money that the cities which already have public libraries established at some sacrifice on their part ought to have just as much claim to the beneficence of the giver as those more improvident communities that have never helped themselves in the matter of reading facilities. There are cities and towns which have built handsome and well equipped library buildings but whose funds for the purchase of books are so limited that the library loses much of its usefulness.

If a concrete example be required, Lowell, Massachusetts, has a library building which cost the city a great deal more than it could comfortably pay. Housed in the well appointed building is a library of perhaps 30,000 volumes, which for a generation or more has been doing most valuable educational work in the community. School and library have always co-operated, and—what is perhaps more important—factory and library have always co-operated. All that hinders the usefulness of such a library is its meager supply of books.

The last of a great trio of writers of boys' stories—Oliver Optic, Horatio Alger and the Rev. Elijah Kellogg—died the other day at Harpswell, Maine. Mr. Kellogg was probably the most wholesome of the trio in his influence, tho none of them was anything but clean and wholesome. His books—the Elm Island stories and the rest—were good straightforward tales of adventures, containing nothing of the goody-good, nor yet of the Ragged Dick stuff. They have become a little old-fashioned by this time. The more fastidious taste of to-day demands books for young people that shall have rather more of

literary quality than distinguishes Mr. Kellogg's tales. Still many boys there are who enjoy pulling down the well thumbed copies which their fathers or uncles read in the sixties and seventies.

One of Mr. Kellogg's contributions is not likely for a good many years to perish from the earth. His "Spartacus to the Gladiators," written when he was a very young man, remains to this day the ideal declamation of the school boy wherever found. You may in your endeavors to inculcate good literature require him to learn passages from Burke or from Sumner's "True Grandeur of Nations," but it is dollars to doughnuts that his heart remains true to "Spartacus."

A bronze memorial to mark the spot where Gen. Richard Montgomery fell in 1775, is to be dedicated at Quebec. The plan has emanated from the Massachusetts Sons of the Revolution and, tho it has encountered some opposition from patriotic Canadian societies, has on the whole been very hospitably entertained. The tablet will be in bronze with a bas-relief portrait of Gen. Montgomery. It is to be noticed that nothing is said of that other brave hero of the wintry campaign against Quebec—Gen. Benedict Arnold.

The librarian of the Providence public library, Mr. William E. Foster, has made a good move in opening a room as a special "place for the enjoyment of books, pure and simple." In this collection will be found all the literature of power as distinguished from the literature of knowledge—in all 1,013 volumes chosen from 103 writers of all ages and countries. The room bears on its walls the inscription: "The books invite you, not to study, but to taste and read." Such a room ought in a crowded city to become a sort of sanctuary, a place for half an hour's rest from the nerve-wearing pursuits of the day. Many city churches are left open at all hours, and you will see busy men and women gliding into them for a few minutes of peace. Some such functions as this the collection of books of power may well be called upon to perform.

The name of the "Jacob A. Riis House" at 50 Henry street, this city, is a fitting tribute to a man who has been pronounced, "the most useful citizen of New York." It has been called after Mr. Riis, not because he endowed it, but simply *honoris causa*. Mr. Riis, says *Harper's Weekly*, is still a police reporter for the *New York Sun*, not because that is the most imposing vocation that is open to him, but because it is the work that is most congenial to him and fits in best with his chief interest in life which is the promotion of the health and comfort of the poor of New York. The man is a Dane. The king of Denmark conferred an order upon him last summer, and if the American system of civilization included orders he would have pecks of them in his cellar. When the man comes along with the hundred millions which Mr. Hewitt says ought to be spent upon the East side, Jacob A. Riis is the man who will be asked to submit plans for spending the money.

The meeting of the Northern Kansas Teachers' Association, at Kansas City, is certain to have one feature of great general interest. There will be a debate between Col. F. W. Parker and Supt. J. M. Greenwood upon the topic, "The crowding of so many subjects into the graded and high school courses of study is subversive of sound scholarship." Mr. Greenwood will, of course, hold up the affirmative, while Col. Parker will take the negative. A battle of giants, this.

Prof. Geo. D. Herron first made himself noted as a Socialist when he held the chair of applied Christianity in Iowa college, endowed by Mrs. E. D. Rand. There are those who say that he discussed social aspects neither well nor wisely. We have commented at times on his extraordinary utterances. After much pressure he resigned his professorship and entered the political field, and later turned to lecturing; he is advertised to lecture in New York city in April on "Modern Socialism."

The newspapers announce that Mrs. Herron was granted a divorce by the Iowa courts on the ground of desertion.

The disgraceful scramble for the millions left by the late George F. Gilman is an indication of the need amongst us of education in the fundamentals of social ethics. An old man had amassed a fortune, the nucleus of which he came into possession of by dubious means; the increment of which grew, as it appears, out of a sort of legalized robbery of small shop-keepers. In his old age he craved the society of the young and attractive. The young and attractive, both men and women, were speedily forthcoming. Brilliant people who ought to have been giving their services to some work that would be for the common weal spent months of their lives in pandering to the whims of an old dotard. One of them succeeded in getting herself adopted as his daughter. With all of them it was a gamble for the old man's money.

The unfortunate thing about it is that if Mrs. Blakely Hall gets the money she has played for, there are numerous people who will applaud her "smartness." She has undoubtedly worked for the wealth, but wealth so gained deserves Ruskin's name of *illth*; it is not a source of *weal* to the community.

A discovery has been made of the body of a Pompeian who fell a victim to exhaustion or suffocation while trying to escape from the doomed city. His skeleton was lying at the depth of six feet below the actual level of the field, a stone's throw from the walls. When overwhelmed by ashes the man was carrying, tied in a bundle by means of a cord (made of hemp), the following objects of value: An exquisite silver stewpan weighing 520 grammes, the handle of which is ornamented with shellfish and mollusks of various kinds; a soup spoon with a broken handle, a spoon for mixing hot drinks, a silver penny of Domitian, and two keys. There were also lying in a heap, 187 copper pence, the oldest dating from the time of Agrippa, the latest from the time of Titus. He had evidently stolen these articles.

Mr. Frederic Harrison, the distinguished English positivist, who is lecturing in this country, is persistently flashing the tarnished side of the shield of civilization. Speaking before the Nineteenth Century Club of New York the other evening, he maintained that the closing years of the last century had not fulfilled the promise of the first. "The desire for empire," he said, "reacts upon thought, and our poetry has sunk to bloodthirsty doggerel. We boast about our great mechanical and scientific progress, but we still see barbarism in China, Africa, and India; terrible slums in our cities, and recrudescences in savagery in the lynchings we read about almost daily. Our multiplication of mechanical aids has vulgarized life and tended to the luxury and unbridled power of wealth similar only to that seen in the time of Nero."

The remains of Major-Gen. Nathaniel Greene, lost for more than one hundred years, were found in a vault in Savannah, and were placed in hermetically sealed and zinc-lined metal boxes and deposited in the vault of the Southern bank of the State of Georgia.

The box containing the remains of Gen. Greene was marked with a plate bearing this inscription:

"Major General Nathaniel Green, born August 7, 1742; died June 19, 1786."

If possible, the plate will be thoroly renovated. The skull shows that it belonged to a man with a massive head, such as Gen. Greene is reported to have had. His head was almost as large as Daniel Webster's. The skull was so large as to attract immediate attention after its discovery. The hands, encased in silk gloves, were well preserved, considering the great length of time he had been buried.

Two emigrant carloads of negroes left Montgomery, Ala., for the Hawaiian islands. They go to take employment on the sugar plantations. Their pay is to be \$15 a month with house rent and medical attendance free.

It is said that several hundred others from this country will follow them.

A late edict of the czar called especial attention to the growing importance of the United States as a world power, and to the marvelous commercial activity of the American people. At this time every man holding a commission in any branch of the imperial service is a student of the English language and American institutions. The American tourist, traveling in Russia, may expect to hear his native tongue at any and every railway station or post-office.

A writer in a daily paper points to these common usages of English:

"I do not doubt but that" (omit the but). "He walked backward and forward." (How could he walk backward? Say to and fro.) "Once we got on shore we were safe," "Directly we got there." (Say as soon as.) "Where are you stopping?" (For stopping say staying. They stop when they arrive.) "He ate a cracker." (For cracker say biscuit.)

The question as to America's oldest city is not yet settled. Santa Fe seems to have been settled in 1605. In 1562 Admiral Coligni obtained from Charles IX. of France, the privilege of planting a French Protestant colony in the new world, and established one on the river St. Johns, in Florida. On August 28, 1595 (the same year the Spaniards entered New Mexico to Christianize the Indians) Pedro Menendez, with a company of 2,400, descended upon this settlement and exterminated them and St. Augustine was founded with due pomp and ceremony. Mr. G. G. H. Hilzinger gives the date of settlement of Tucson, Arizona, as 1555, some half a century earlier than the founding of Santa Fe or St. Augustine. He bases his claim upon authentic documents, including a parchment discovered among the records of the old mission of San Xavier, dated 1552, when the settlement was ordered to be established, and attached to which is an account of the founding of Tucson, written in the hand of Marcos de Niza, who explored Arizona in 1539.

A fiber called henequen will continue to be Mexico's most important article of agricultural export for a good many years to come. The value of this fiber shipped during the last fiscal year was over \$26,000,000. Coffee comes next in importance; the export value of this crop is nearly \$11,000,000.

Prof. G. F. Wright, of Oberlin college, has been studying Siberia in company with eminent Russian geologists. He thinks that Siberia and Russia and much of Asia have been under water. At Trebizond, on the south shore of the Black sea, there was evidence of a depression of 700 feet, shown by gravel deposits on the hills. In Turkestan these deposits were over 2,000 feet above sea level. Southern Russia is covered with the same black earth deposit as Turkestan. There are still other evidences of the waters having covered this portion of the globe; one of these is the presence yet of seals in Lake Baikal, 1,600 feet above sea level. These are of the Arctic species; the same species are found in the Caspian sea. The theory is that they were caught there when the waters receded.

At the town of Kief, on the Nippur river, stone implements were found fifty-three feet below the black earth deposit, showing that the water came there after the age of man. Since man came there, there has been a depression of 750 feet at Trebizond, and in southern Turkestan of 2,000 feet. The implements found were such as those made in North America before the glacial period. So that the depression occurred there when the glacial avalanche occurred here.

It seems now to be demonstrated that the advent of man was before the settled conditions of the present age.

After the grip, or other serious illness, Hood's Sarsaparilla is the medicine to take to restore the appetite and strength.

Educational Opinion.

(Continued from page 335.)

The Oxford Undergraduates.

One of the best features of Oxford, says H. Brodrick in the *National Review*, is this: that a man's parentage is never discussed or inquired into. It is taken for granted that he is a gentleman, whatever his appearance may be, unless he proves himself to be the contrary. This is, of course, only a general rule to which there are exceptions. Sometimes we may hear a man express contempt for his neighbor because he is a nobody, and complain that the university is open to "all sorts of bounders" nowadays. Such men are happily rare; in general, patrician and plebeian live on terms of amity with one another, and meet on terms of equality with one another to their common advantage.

This is hardly the case with the unattached students (they call them "tosherers" in 'varsity slang). Living apart, and outside the pale of college life, they do not get the opportunities which come in the way of the college men, and so they have none of those feelings of solidarity and *esprit de corps* which knit together men of the same college and tend to place them on the same footing. Hence, it is always well to enter a college if possible, at any rate during a portion of one's time at the 'varsity, for it is the college life which supplies that peculiar training which is one of the chief virtues and advantages of a university career.

Readers of that inimitable novel, "Verdant Green," will remember many mistakes made by the hero. They were mistakes which he could not well avoid, as they were breaches of unwritten law, which, as a law of details, is most difficult to learn. Some of the rules of etiquette seem too trivial to be mentioned; they concern dress, the proper way of wearing academicals, and a thousand other details. One curious point is that undergraduates never shake hands with one another. If you ask twenty freshmen to breakfast, the probability is that eighteen of them will instinctively hold out their hands to you on entering the room. Ask the same twenty men a week or two later, and not one will do so—a "good morning" and a nod will be all that you will get. This custom applies only to undergraduates, and not to dons. It is customary to shake hands with a don. Indeed, a good story is told of a young 'varsity man elected fellow of his college at an early date. Shortly after his election he gave a breakfast party to sundry of his college friends who were still *in statu pupillari*. To his horror, when they came in they all shook hands with him. They looked on him as a don, tho he had spent his undergraduate days with them.

Carrying parcels thru the streets is forbidden by general undergraduate consent. It is possibly a good custom from an æsthetic point of view, but it is certainly inconvenient when one has half-a-dozen friends to tea unexpectedly, and has to go into the town to forage for provender. Some punctilious men, under the aforesaid circumstances, walk out in cap and gown, and dexterously conceal the offending package in the folds of the latter portion of academic garb. This savors of subterfuge.

The undergraduate is a hardy and cleanly animal; whatever he may have been at school, at Oxford he is the champion of soap and cold water, hence one of his unwritten laws. Everyone is supposed to have a cold bath every morning. This is a law to which everyone conforms, at least outwardly. If one does not, the college may perhaps treat him to a cold bath in the college fountain or duck-pond, if it possesses one, some cold winter's night on the break-up of a wine party. The addition to the matutinal tub of hot water from a kettle is looked upon with suspicion, as a practice derogatory to the dignity of undergraduates. Hence, almost everyone prefers to bathe in cold water, even in winter. In secret, doubtless, many put in so much hot water and so little

cold that the cold is swamped; but this must be done by stealth.

Floriculture for School Children.

An experiment was made last year at Cleveland, Ohio, under the auspices of the Home Gardening association of Goodrich Settlement toward interesting children in flowers, with the concurrence of the school authorities. According to the March *Chautauquan* the association secured three teachers to take charge of the movement. A circular was sent to teachers and pupils, explaining that packages of seeds of easily grown flowering annuals would be supplied to pupils at a cost of one penny per package. Each pupil received a card on which choice of nine varieties was allowed; the teachers collected the cards, and the result was that nearly fifty thousand packages were asked for.

The teachers were requested to give talks upon preparation of soil, effects of sunshine and shade upon plants, watering, and the planting and culture of flowers. On each package directions were printed for the children to follow. Between the last of February and the middle of May the children bought 48,868 of these packages, the sale of which, at a cent apiece, covered all expenses of introducing the experiment, the cost of over two hundred pounds of seeds (bought in bulk), envelopes, packing and printing.

The interest taken by both pupils and teachers led to the suggestion that, at the beginning of the school year in the fall, reports should be made and a day set apart for a flower-show, in which the children might exhibit the plants or flowers they had raised during the summer vacation.

The reports showed that about seventy-five per cent. of the home gardeners thus enlisted were successful. Aside from the pleasure in growing the flowers and the improvement of the home surroundings, the children took great pleasure in sending flowers to their friends, to sick people, and to various charitable institutions.

The success of the experiment warrants enlargement of the plans for the current year. The Home Gardening association has placed about three thousand potted bulbs in the school-rooms during the winter season, together with directions for taking care of them. The president, Mr. E. W. Haines, says that land has been secured adjoining one of the schools, which will be turned into a garden this spring, and there is reason to believe that the interest aroused in the culture of flowers, thru this movement, will result in the establishment of a botanical garden by the park authorities.

The Song Method of Sight-Singing.

The teaching of singing as conducted in the schools of Bridgeport, Conn., is worthy of attention. The methods employed by Supervisor Francis E. Howard are familiar to SCHOOL JOURNAL readers thru the series of articles contributed by him last year. The actual workings of the plan as carried on in the school-room, were studied and reported for a recent number of the Connecticut *School Journal*, by Miss Adelaide Pender, the editor. A part of the report follows:

Educators who have listened to Mr. Howard's theories as he has enthusiastically set them forth in teachers' meetings or in private conversation are inclined to be skeptical, still insisting that interval drill is the only way to secure ability to read notes readily at sight. But when these same educators have visited Mr. Howard's grades, they have been amazed at the work done by his lowest classes, their conservative beliefs have been shattered, and, like the Queen of Sheba, they go away full of wonder.

A theory whose practical demonstration is so convincing is worth studying into and deserves a fair trial, Miss Pender suggests. And be it said, right here, that music supervisors who have given the song method of

sight-singing a test are as confident of the reasonableness and practicability of Mr. Howard's methods as they were previously confident that his method was visionary and impracticable. There have been observers of the song method of sight-singing who have been thoroly astounded at the results with these little people, and they have maintained firmly that the work has not been sight-singing at all, but that memory must largely account for the facility with which children handle so many melodies. Such criticisms, which imply prevarication on his part or on the part of the teachers, do not disturb Mr. Howard's serenity at all. He knows that the work of his lower grades is purely sight-singing, and that no other children of similar grades who have been educated under the old interval drill system, can compete with his little people in this line.

After an experience which covered over ten years, the writer continues, Mr. Howard grew more and more discouraged with the results from interval drill in his lower grades. Interval drill was tiresome; the children sang, but there was little enthusiasm and scarcely any love for their exercises. Day after day, year after year, the work dragged on. Mr. Howard became thoroly dissatisfied, and he determined to find something that would produce better results. He had already made an exhaustive study of the child-voice and his observations were embodied in a book which contained many valuable suggestions for the use of teachers. All this time he was groping about for a better way to present music to children. He argued that scraps of tunes which interval drill affords do not arouse in pupils a love for tunes as tunes, and the melodic part of singing, save in memorized songs, is entirely unknown to them until the higher grades are reached.

He arrived at the conclusion that interval drill upon scales is very little, if any, preparation for singing notes at sight. First, because intervals constitute no musical vocabulary; second, because such work usually possesses neither melody nor rhythm, and, how can sounds without either melody or rhythm be called music?

The Logical Plan.

Much the same train of reasoning is followed by modern educators with reference to reading. Drill upon the alphabet, a feature of the old school, has been replaced by word, sentence or phonic methods. For, educators reason, while alphabet drill will in time result in giving pupils an ability to read, there is a long period wasted which might profitably be spent in reading little sentences that mean something to the child. Modern methods introduce the child to the little sentence story at once.

So, in Mr. Howard's method: The melody, the little tune, the rhythm first of all, and incidentally the notes, the keys, the staff, the scales, etc.

Mr. Howard holds with all authorities on the subject that the smallest number of notes assembled in melody form which can be considered a musical thought must form a bit of a tune, that is, something which will make a rhythmic or melodic impression on the mind. Such a group of notes is technically called a motif, or in English, a figure, in common speech, a strain. In very simple tunes, such as children sing at first, there are usually two of these figures in every four measures of phrase.

Now, interval drill is never melodic. Teachers know that from experience. In whatever way interval drill may be conducted, the combinations seldom suggest a tune. Mr. Howard reasoned that tune, or rhythmical melody should be the chief object of attention in early sight-singing, that a method which involves tunes wholly must appeal to the child. Interval drill then must become merely a means to an end; because the tune cannot be perfected without the intervals. They are but secondary features, however, just as the letters which make up the word are seldom thought of, but are a necessary means to complete the word. In other words, intervals are the tools by which the little tune is built.

Time is never thought separately, but is an essential part of every song. The children may not know, and in all probability they do not, that they are singing in four-four, or two-four, or three-four time, but they seldom make a mistake in the time.

In the Primary Grades.

In each primary room, the little people are divided into three groups or choirs. The musical children compose choir number one, those of less musical ability are in choir two, and the monotones are found in choir three. The musical children are placed in front and lead. Children in group three do not sing but they listen closely, and in time they, too, take their places among the singers.

As the principal idea in this sight-singing is the cultivation of the esthetic side of music, or, if you will, the art side, especial stress is laid on the tone. No harshness is allowed. The prevalent thought impressed upon the children is softness of tone. It was noticeable in every room visited that the tone was invariably good, and the time looked after itself. There were occasional breaks, which were either corrected when the tune was again sung, or which were speedily remedied by the children or the teacher. The selections were varied in time, in keys, and in the employment of rests. One prominent feature was the general rhythm and swing of the tunes. They were all especially melodic and designed to appeal to the children's love of rhythm, from the lowest room on.

In the first room visited, the teacher placed her six tunes on the board. The time was three-four, and the key G. Each little tune was numbered for convenience of the director of the exercise. These first-year tots, (some have been in school less than four months, and others a still shorter period) took the key-note and sang without a break one tune after another. To the amazement of the visitor they jumped as readily from *re* to *la* (treacherous shoals in ordinary interval work) as from *do* to *mi*. The tunes which they rendered so skilfully were as difficult as those usually taken in the fourth and sometimes the fifth years in school, yet, they were no trouble at all for these children who showed that they liked to sing. Each little member did his part and did it well.

Referring to the ease with which they took notes, now high, now low, the teacher said they seldom met with difficulties, and many could jump from one note to another who could not ascend the scale. In other words, they could sing those melodies which appealed to their sense of tune. As for an exercise which had no melody in it, they had never met with one. The work was certainly tremendously convincing.

On an average six new tunes, as I have said, are given each day. A new key is taken each month, but the children sing as readily in five flats as they do in the key of C. Yet they could not tell you that they are in flats or sharps. The second year, the same keys are taken, and new tunes are given. After the children have sung their tunes, they are allowed to select those they like best, and these are again sung. Memory scarcely assists here because the tunes are all different, and the impression they make the first time they are sung is slight.

In the third room which was visited, the children (also first-year) were singing tunes in five-flats, and I remembered the discouraged tones in which one teacher always announced to her companions the fact that her new singing exercises called for a change of key. Change of key, in the old interval drill system, often means change of temper on the part of the children and teacher alike. But five flats are every-day occurrences with these little people. Mr. Howard has surely solved the problem of transposition of keys and this difficulty has become easy, now that it is known.

When the children graduate into second-year work, they are given Mr. Howard's sight-singing primer. This is used now until the fourth year is reached. The tunes

are all carefully selected, and most of them bear the signatures of famous musical composers. None are less than eight measures long and in every key and kind of time. There are little songs on nearly every page. The tunes are as difficult as those usually found in music readers of the fifth, sixth, and even seventh grades. After the fifth grade the Normal reader is used.

Another pleasing feature of Mr. Howard's system is this. He does not consume three-fourths of the recitation discussing points which the children will learn incidentally, such as clefs, keys, major, minor, and chromatic scales. The children sing all the time, and, by singing, gain facility in singing. In many schools these incidentals become prominent features, to the disgust of the children and the regular teachers.

It goes without saying that the attention of the children is secured and held thru their interest in and love for the work. "They sing because they like to sing."

Siamese Education of Girls.

How little is done for the education of girls in Siam most Americans hardly realize. A sketch of the royal Siamese school, contributed by Grace L. Palethorpe to the *Educational Review* of India, reveals the condition. Exclusive of the work done by American missionaries, there are two Siamese schools in Bangkok for the education of girls. Of these by far the more conspicuous, as it ought to be the more important, is the Royal Sunandalaya college, founded in 1892, an Anglo-Siamese boarding school for the relatives of the king or of the highest "nobles." The other, Sowabha school, founded by the Queen of Siam about three years ago, is a day school for girls of a lower class. Here a more or less ineffective education is given by Siamese women teachers only; and, for the present, so far as any national conception of female education is concerned, this school may be thus dismissed.

To return to Sunandalaya college, Mr. R. L. Morant, tutor for some years to the late crown prince, and a man who had the future of Siam very near his heart, profited by his influence with the king to frame and set in motion a scheme for the education of girls. Mr. Morant deliberately began at the top. The pupils were to be relatives of the king or of the "nobles." One reason, no doubt, was that only the direct support and example of the king could give such a new departure any chance of life in a country where all power and almost all influence flow thru royal channels.

The new school was started with all the prestige of royal approval and promised support. In the early stages of his scheme, Mr. Morant had had a willing supporter in Prince Damrong, minister of public instruction, a half-brother of the king and one of the most clever and energetic of the Siamese princes. Most unfortunately for the new school Prince Damrong had, before it was actually opened, been replaced by a minister against whose ignorance and want of sympathy, to say the least, the institution has ever since had to struggle. To crown all, Mr. Morant shortly afterwards left the Siamese service. Owing to these and other causes, chiefly palace intrigues, the first two years of the school were a prolonged struggle for existence.

Its first principal, a Cambridge woman of high culture and rare devotion, clung to it thru those evil days, strained her health, indeed periled her life. Some idea of its early struggles may be gathered from the fact that after the lapse of two years there was a net increase of only five pupils. The effect of royal favor was, however, at once evident in the accession of new pupils; and the first principal retired, being succeeded by a London M.A. under whose clever management Sunandalaya for about two and a half years went on apparently flourishing. Then clouds began to gather. The principal felt it her duty to "rusticate" one of the queen's protégées, with the effect that all the children (seven or eight) at her

majesty's direct disposal were at once withdrawn, as was the royal favor.

To any one who knows the strength of court influence and intrigue in Siam, the fact that the school did not then and there collapse altogether will be a most honorable testimony to the influence which the principal had gained over both parents and children. The royal countenance, however, thus lost has never been restored; and the school, the only one in Siam which could act as general pioneer for female education, and which ought, after years' record of good work on the part of both teachers and pupils, to be sending offshoots all over the country, officered by native girls trained within it, lives a hand-to-mouth existence, finding favor only by outward show.

Common Sense and the New Education.

A good protest, not against modern pedagogy as such, but against the crude application by bunglers of half understood principles of pedagogy, was raised in a recent editorial article in the *New York Evening Post*. The writer declares that he would be the last of all to wish to fling at modern methods of teaching the young. A better psychology and a closer study of child nature have been of unquestioned value in education. There has been great improvement since the days when Cowper recommended the *Cosmotheoria Pueriles* and Derham's *Physico* and *Astrotheology* as books with which a child of six or seven might be amused.

Yet the fact remains that far too many "new" teachers have not assimilated the "new education" in spite of their enthusiasm for it. Numbers of them seem to be wandering about in a world not yet realized. The jargon of the new pedagogy is on their lips, but its underlying philosophy has never been apprehended. They spend their breath upon the scrannel pipes of "inwardized ethical ideals," of "eye-mindedness and ear-mindedness," of "psychologic co-ordinates," while the sheep entrusted to their charge go unfed. It would be easy to match the silliest creature who ever taught a despised "dame-school" with a dozen teachers in any city of the land who know all the terms of pedagogy, but who cannot teach. Of course no science is directly responsible for the charlatans who attempt to make a living by practicing it; and for that reason it would be folly to lay the complacencies and extravagances of many who go about clad in the panoply of modern pedagogy to the charge of the real masters of that discipline. The big minds of the profession would be among the first to expose and disown the pottering incompetence that is forever hiding its ignorance under a parrot-like repetition of shibboleths. Indeed the latest number of the *Pedagogical Seminary* contains more than one pointed rebuke to teachers who are unaware that a little learning, even of the new sort, is a dangerous thing. "Less system and more insight!" is the warning.

The fact is, education always has been and is likely always to be more of an affair of life and work and personality and the home than it is of books and schools and teachers. The wise child knows its educational father, and it is instructive to see, in the dedication of books and monographs, how sure is the instinct which leads a young man or woman to lay the first fruits of literary labor at the feet, not of teachers, but of parents. The young writers dedicate their works to father or mother, unmoved by Herder's curse upon the man who slights his teachers. They know where the real debt is due, just as Pasteur did when he wrote the commemorative tablet on the house where he was born:

"Oh, my father and mother, who lived so simply in that tiny house, it is to you that I owe everything. Your eager enthusiasm, my mother, you passed on into my life. And you, my father, whose life and trade were so toilsome, you taught me what patience can accomplish with prolonged effort. It is to you that I owe tenacity in daily labor."

Educational Outlook.

Studying the Hooligan.

LONDON, ENG.—Street ruffianism and how it can be checked by educational agencies was the subject of an important meeting at the Mansion house, London, March 13. The lord mayor presided.

The actual outcome of the meeting was the establishment of a "Twentieth Century League," with the object of remedying the neglect that has led to the present condition of disorder among the younger portion of the community in and around London."

The general conclusion reached was that a complete cure for the evils of ruffianism can be found only in the amendment of the social conditions from which it springs. Means can, however, be found to mitigate it and prevent its increase. Especially should an attempt be made to augment the number and utility of continuation and technical schools, polytechnics, boys' brigades, and clubs for boys and girls. The conference intends at present to work only on the old lines, but vastly to increase their sphere of influence. They hope to accomplish their results by personal service, voluntary effort on the part of those willing to go and work among these rough lads and lasses, to endeavor to give them agreeable and elevating amusement, and by pleasant recreation draw the young generation out of the streets.

Preparations Making for Detroit Meeting.

Everything looks favorable for a good meet at Detroit next July. The various programs will be completed by May 1, and the official program-bulletin will be issued on that date. All railroad associations, except the trans-continental lines, have united in granting the customary rates and ticket conditions. Favorable action by the outstanding lines is expected at an early date.

The local railroad lines entering Detroit will shortly announce the side trip rates to various resorts in northern Michigan and Canada, to Buffalo and other Eastern cities. Already a rate of four dollars for the round trip by lake steamer has been granted from Detroit to Buffalo and return. The same rate is granted by steamer from Detroit to Mackinac and return.

The Detroit local committees are thoroly organized and actively at work. The hotels have filed with the national executive committee full schedules, guaranteeing rates and accommodations, which insure reasonable charges without overcrowding. The Hotel Cadillac will be the headquarters of the association, and the following state headquarters have already been engaged: Michigan, New York, Illinois, Chicago Teachers' Federation, Colorado, New Jersey, Missouri, Nebraska, Ohio, Indiana, North and South Dakota, Georgia, Pennsylvania, Iowa, Massachusetts, Minnesota, Kansas, Wisconsin. The local committee has already begun a canvass of the best homes of Detroit to secure accommodations for ten thousand teachers. Correspondence regarding local interests should be addressed to Oliver G. Frederick, secretary of the general committee, and chairman of the local executive committee, N. E. A., Detroit, Mich.

New York State Higher Education.

The college department, including universities, professional and technical schools is the subject of Bulletin 16 of the University of the State of New York. It shows that there are in the state 112 institutions, with net property valued at \$77,902,339.27, and with 29,795 students in attendance, as compared with 705 secondary schools whose net property is valued at \$28,412,184.38, and whose students are reported at 79,365.

One of the most timely features of the compilation is the report of Mr. I. O. Crissy, inspector of business education. His conclusion with regard to high school commercial courses is worth quoting here.

"Such a course must bear no brand of supposed inferiority or weakness. It must offer no asylum for mental invalidism or decrepitude; on the contrary it should be in breadth and disciplinary value the peer of any course in the school. It must not be dominated by the technical business training; but the studies that best make for development of faculty and intellectual power should be the first consideration."

The Yale Course of Study Changed.

NEW HAVEN, CONN.—Official confirmation has been given to the report that the re-arrangement of studies would allow students to make the A. B. degree in three years. All that the faculty asks is that each student shall take courses amounting to sixty hours of class-room work according to the curriculum that goes into effect next fall. The last vestige of required work in the senior, junior, and sophomore years is swept away. About thirty new courses have been added to the curriculum.

President Raymond is Out.

MORGANTOWN, W. VA.—The long continued troubles at the University of West Virginia have terminated in the resignation of Pres. Jerome H. Raymond who departed for Europe, March

20. A sensational feature is the legal attachment of President Raymond's personal property, pending the result of several damage suits, the biggest of which is one brought by Dr. J. W. Hartigan for \$25,000 damages for being dismissed from the faculty.

Mr. and Mrs. Raymond will travel in Europe until next fall when they will return to the University of Chicago.

Mr. Goodenough Goes to Paterson.

JERSEY CITY, N. J.—Mr. Louis A. Goodenough, principal of School No. 15, Jersey City, has been elected to the superintendency of the Paterson public schools, just as the knowing ones have been predicting. He will begin his duties April first.

Mr. Goodenough came to Jersey City in 1894, from Scotch Plains, N. J., when he was principal of the public school.

No one has yet been elected to succeed him, but it is believed that County Supt. Murphy, who has passed the required examination, is the first on the eligible list.

Keystone State Happenings.

Johnstown is building a new school building in the eleventh ward. It will be a good, up-to-date structure, provided with all the modern improvements.

Broad Top Township, Bedford county, is one of the foremost districts in educational matters, in its section of the state, rendered so by the active board of directors of which Mr. William Lander, president of the Reddlesburg Coal and Iron company, is a member. Owing to the untiring efforts of Mr. Lander, this district was the first in all that region to provide free text-books and to establish local superintendency. The schools under the present supervision of Mr. H. H. Brumbaugh are in admirable shape.

In this district two educational meetings were held March 15, one at Coaldale, which was addressed by Ex-County Supt. C. J. Potts, of Bedford, and by Ex-County Supt. J. H. Cessna, of Altoona. The other was held at Langdonale, and was addressed by County Supt. J. A. Wright, of Bedford. These meetings were well attended by appreciative audiences.

The teachers of this same district and those of Coaldale, Hopewell, Saxton, and Liberty, held a joint institute, Saturday, March 15, at Riddlesburg, at which were discussed, "The Teacher at Intermission;" "The Art of Questioning;" "Opening Exercises;" "Relation of Teacher and Parent;" and "School Apparatus." The present county superintendent and two former county superintendents were at this institute and took part in the discussions. What seemed peculiar was that the present county superintendent, J. A. Wright, was a student of his predecessor, Mr. Potts, and Mr. Potts was a student of his predecessor, Mr. Cessna, and most of the teachers present were pupils of one or the other of these superintendents, making a kind of parentage and grand-parentage in the school work of Bedford county. The schools of Bedford are in good hands, and Supt. Wright is making every effort to raise them even above the high standard of efficiency to which Mr. Potts by his energy had conducted them.

Philadelphia Notes.

A majority of the Philadelphia board of education has expressed itself, informally, as opposed to the continuance of the present inequality in the salaries paid to men and women for the same work. The highest salary a woman can now get is \$1,450 a year as supervising principal of a combined grammar and primary school for girls, while the highest salary for a man is \$2,665 as supervising principal of a combined grammar and primary school for boys or for boys and girls. Women are not eligible to the latter position, so that, as the number of mixed schools has steadily increased of late years, there have been fewer and fewer principalships open to women. There are now fifty men in the system who are receiving the maximum salary against fifteen women. Whether the members of the board would like to grade up or grade down was not stated.

Flowers and Fruit for Schools.

Too great praise cannot be bestowed upon the plans of the newly-organized National Plant, Flower, and Fruit Guild. It will do for Philadelphia schools many things which the proper authorities cannot do on account of the meagerness of their appropriations. One of its chief objects will be to supply the schools with material for nature study, language work, and drawing. At present if teachers want to use anything of the sort they have to pay for it out of their salaries.

This work in Philadelphia will be carried on by the department of education of the Civic Club. Each class in every school will be supplied weekly with suitable material. To the primary grades, leaves, vines, coarse grasses, grains, budded twigs, and simple flowers, both wild and hothouse, are to be given. The grammar grades are to be furnished with all sorts of flowers in addition to the material just mentioned.

An excellent idea is the suggestion that after the flowers or fruit have been used in the school-rooms the children may have them to take home.

In and Around New York City.

The biological laboratory of the Brooklyn Institute of Arts and Sciences will be held this summer as heretofore at Cold Spring Harbor, L. I. The regular class work will begin Wednesday, July 3, and continue for six weeks. Part of the work will be technical, intended for advanced students only; part of it will be general in scope, being designed for teachers who want an amateur's knowledge of the subject.

Senator Ahearn's bill affecting old graduates of the normal college has been favorably reported in the senate at Albany. It provides that all pupils who entered the normal course of the New York normal college on or before September 1, 1897, upon graduation therefrom shall be exempted from further examination and be entitled to a license to teach in New York city.

Mr. Edmund Clarence Stedman will be the guest of "Hoi Scholastici," a club of school people, at a complimentary dinner at the Hotel Savoy, April 27. Mr. T. W. Churchill, president of the club, will preside. Among those who are expected to speak are Dr. Hamilton Wright Mabie, Mr. Francis W. Halsey, editor of the *Times Saturday Review*, Hon. Bourke Cochran, Dr. W. L. Ettinger, and Mr. J. J. Rooney.

Dr. David Eugene Smith, now principal of the Brockport state normal school, has been appointed professor of mathematics at Teachers college. Among the courses he will give next year is one open to all advanced students of the university in the history of mathematics.

Dr. Smith is a native of Cortland. He was graduated from Syracuse university in 1881, and obtained his Ph.D. from the same institution in 1887. He was admitted to the bar in 1882. In 1898 he was made principal of the normal school at Brockport. In 1900 he was lecturer in mathematics at the Harvard university summer school.

The library of Teachers college is the recipient of a copy of the Eikon Basilike of Charles I. of England, a very rare volume. It purports to be "The Pourtraiture of His Sacred Majestie in His Solitudes and Sufferings, together with his private prayers, used in time of his restraint and delivered to D. Juxton, Bishop of London, immediately before his death." The book is in excellent state of preservation.

Borough Supt. Edward G. Ward, of Brooklyn, has been very much pleased at the receipt of a letter from Mr. J. F. Jackson, a prominent school man of Leeds, England, specially commending the Brooklyn section of the United States exhibit at Manchester and asking permission to visit the schools of the borough this coming summer.

By its action in giving permission to certain literary societies to use the gymnasiums of public schools Nos. 1, 2, 20, 42, 47, and 160, the school board has given formal recognition to the modern idea that the public school buildings should be available for educational purposes at every minute of the day.

Schools and Libraries on Same Sites.

President O'Brien of the school board has ventured a proposition with regard to sites for the new Carnegie libraries which is well worth considering. He would have the libraries located on sites, for light and air, adjoining schools. Only such sites would be offered as could stand the addition of a small building without detriment to the welfare of the school. The advantage of such an arrangement would be the proximity of two great educational institutions.

Examination for Licenses to Teach in High Schools.

An examination for licenses to teach in high schools of the City of New York will be held April 8 and 9, 1901, on the fourth floor of the Hall of the Board of Education, Park Avenue and 59th street. Oral examinations will be given at the call of the board of examiners. Each applicant's record will be considered in making up his mark on the oral examination.

The examination of April 8 is for all applicants. It will be upon the science of education, and will begin at 9 A. M.

The examinations of April 9 will be upon the subjects to be taught, which (for junior, substitute, and assistant teachers) are classified in the following schedule. Each applicant will be examined in but one of the groups named; no one will be exempted from any portion of his group.

English—Grammar, rhetoric, British and American literature.
History—General history, civil government.
Economics—Principles and history of economics.
Latin, Greek, French, German, Spanish, grammar, translation, prose composition, history of Roman literature.
Mathematics.—Algebra, geometry, trigonometry.
Biological Science—Botany and zoology.
Physiology—Anatomy, physiology, and hygiene; laboratory practice.
Physics—Mechanics, hydrostatics, hydraulics, pneumatics, heat, light, sound, electricity; laboratory practice.
Chemistry—Organic and inorganic chemistry; laboratory practice.
Astronomy—Mathematical and descriptive astronomy.
Geography and Physiography—Geology, and physical, mathematical, and political geography.
Mental Sciences—Deductive and inductive logic, descriptive and experimental psychology and ethics.
Drawing—Drawing in charcoal from cast; painting in water color

ors from still life; design; mechanical drawing; history of art.

Music—Elementary musical science, composition, sight singing, voice training.

Physical Training—Anatomy, physiology and hygiene; systems of physical education; gymnastic games, principles and practice of physical training; elementary principles of voice building.

Commercial Subjects—Arithmetic, bookkeeping, common principles of mercantile law and procedure, history of commerce, commercial geography.

Phonography and Typewriting—Phonography, typewriting, English spelling, grammar, composition, business forms and correspondence.

Each applicant must show ability to use the English language correctly, both in writing and in speech.

The examination in each subject will include questions on the methods of teaching such subjects.

The Burton Holmes Oberammergau Lecture.

Mr. Holmes spent several weeks in Oberammergau, attending a number of the presentations of the play and making a special study of the villagers themselves, their home life, their daily life in the field or workshop. The illustrations will be of unusual interest, many are from the negatives of the official court photographer. Besides the still pictures, also a number of motion pictures showing characteristic scenes. Lectures on Monday and Tuesday afternoons, March 25 and 26, at Daly's theater, and on Wednesday and Thursday evenings, March 27 and 28, at Mendelssohn hall.

Chicago News Notes.

The evening schools closed Friday evening, March 22. The appropriation for this year was \$55,000; the expenses to March 22 were \$44,280.30, so that the balance available next winter, until the new appropriation is made the first of the year will be only \$10,719.70.

The building report has been adopted by the board of education. The expenditures will be as follows:

New school buildings, [20]	\$2,395,000
Additions to school buildings, [18]	938,046
Sites for new schools,	470,000
Playgrounds, [9]	94,650
Total,	\$3,897,696

The Lake View high school is to have two memorial windows as a tribute to the former principal, James H. Norton and to Miss Clara Klemm, former director of German, both of whom died in 1900. There will be formal dedication exercises April 12.

A "University of Chicago School of Education" is the ambitious scheme announced by Pres. Harper at the spring convocation of the university, held March 19. The institutions composing it will be the Chicago manual training school, the Chicago institute of education, and the university elementary school conducted by Prof. John Dewey. The rumor of a gift of \$1,000,000 from Mrs. Emmons Blaine was substantiated.

Pres. Harper did not announce any of the conditions attending the affiliation of the Armour institute, tho it is understood that amalgamation is on its way. The matter is now before the members of Mr. Armour's family, and upon the decision of Mrs. Armour and of Mr. Ogden Armour much will depend.

The May Bill.

Senator Daniel F. May, of Chicago, has introduced into the legislature at Springfield a bill involving very radical changes in the public school system. He would make Chicago into an independent school district, governed by a board of education of fifteen members, to be elected by popular vote. The superintendent is to be elected for a period of four years, with power to choose both teachers and text-books. Teachers are to be promoted according to merit and length of service. All the business management of the schools will be entrusted to a business manager with far greater powers than the present official of that name. He is to be the financial agent of the board, to appoint the architect, engage and pay the janitors and engineers and all other persons employed by the board in a business capacity.

Dr. Bright's Plans.

County Supt. Orville T. Bright, of Cook county, is making arrangements for his convention of township trustees and directors of school districts which is going to meet April 13. He has three subjects he wants them to take up, viz.: township school consolidation; free text-books, and state uniformity of text-books. The first two ideas he is enthusiastically advocating; the third he is unalterably opposed to and hopes to find that the school-rooms in his diocese are of like mind.

School Vaccination Decision.

Judge Dunne has handed down a decision that school authorities have no right to exclude from the schools children who have not been vaccinated unless an emergency is proved to exist which necessitates guarding from smallpox. This will certainly throw a great onus upon the Chicago board of health to decide just when an emergency exists.

New England Notes.

BOSTON, MASS.—It is reported that the building occupied by the New England Conservatory of Music has been sold for a girls' hotel, and that the institution will build a fine building at the corner of Huntington avenue and Gainsborough streets, one block west of Symphony hall. The location places the conservatory in the best musical quarter of the city. The new building will have a frontage on Huntington avenue of one hundred and twenty feet, and one hundred and eighty on Gainsborough street. The architecture will be Grecian, and there will be three floors above the basement, the building containing sixty recitation rooms carefully made sound proof. There will be two auditoriums on the amphitheater plan, one for students' rehearsals, to seat four hundred, and the other for general concerts, to seat a thousand. The plan of management of the conservatory will be entirely remodeled when the building is completed, as the homes for the students will then be outside of the building used for instruction. Small houses to accommodate about twenty each, are to be erected away from the main building.

Teaching Useless Things.

Prince Kropotkin spoke before the Twentieth Century Club on March 18, upon "Brain Work and Agricultural Work in Education." His address was a notable warning against excessive industrialism. He gave an idea of the Swiss manual training schools and spoke approvingly of sloyd. The children in the schools are overworked, but it is mainly due to the trash which they learn. They are concerned with battles and kings, but neglect real geography and those things which they require for actual life. The industrialism of the time threatens to diminish agriculture, as it has already done in England, a result wholly unnecessary. In that country two-thirds of the grain consumed is imported, too much land is now lying waste, the result of bad laws and erroneous views. In marked contrast is the island of Jersey, near by, whose remarkable productiveness is due mainly to utilizing every inch of land, and is giving the closest attention to wise methods. Children should be taught more of these things which they must necessarily use, such as gardening and farming, and less of those things which are absolutely valueless.

At the meeting of the Cambridge school board, on March 21 Mr. Robert O. Fuller resigned because of ill health, and Mr. Seth N. Gage, because he is about to move out of the state.

NEWTON, MASS.—Mr. and Mrs. Albert Metcalf, of West Newton, gave a reception to the teachers of the city, on the evening of March 21. Their house was finely decorated, and the teachers were entertained with vocal and instrumental music by Miss Elsie Lincoln, of Boston. About one hundred and fifty teachers were present and enjoyed the opportunity for mutual acquaintance.

BOSTON, MASS.—Mr. Edward W. Hooper, formerly treasurer of Harvard university and well known in this city as a

lawyer, fell from the third story of his house in Beacon street, on the evening of March 25, receiving serious, tho probably not fatal injuries. Mr. Hooper had for some days been confined to his room on account of illness brought on by overwork and had been under the charge of a trained nurse, who was temporarily absent when the mishap occurred.

NEW HAVEN, CONN.—Dr. Stuart Rowe, one of our most successful public school principals, has been elected lecturer in pedagogy at Yale. Both Dr. Rowe and the university are to be congratulated. Dr. Rowe is a specialist in pedagogy and is eminently fitted for the responsible work which he is to undertake.

WEYMOUTH, MASS.—The school board met March 13 and failed to elect either a superintendent of schools or a secretary. A decided opposition to Supt. A. S. Thomson appeared. The resignation was accepted of Principal W. D. Davis, of the Athens school, who goes to Framingham at an increased salary.

Interesting Notes from Everywhere.

The program of the Northern Indiana Teachers' Association meeting at Anderson, April 4-6, is a strong one. Among the speakers will be Hon. Winfield T. Durbin, governor of the state; Supt. C. N. Kendall, of Indianapolis; Rev. William J. Long, of Stamford, Conn.; Mr. Walter Scott Perry, of Pratt Institute, New York; Dr. James L. Hughes, of Toronto; Dr. Nathan C. Schaeffer, state superintendent of Pennsylvania.

NEW BRUNSWICK, N. J.—The students of Rutgers college have voted to abolish the cane rush. The committee of undergraduates suggested the adoption of a rope rush or a tug of war in place of the old cane rush, but the question of a substitute was allowed to go over until next term.

BINGHAMTON, N. Y.—The Bevier street school-house was burned to the ground, March 22. The fire was discovered by Prin. George R. Winslow, who detected smoke in the halls and instructed the teachers to sound the alarm for fire drill. The children, 500 in number, marched out of the rooms with perfect composure. A high wind was blowing which fanned the fire into a fierce blaze.

HAVANA, CUBA.—The new commissioner of schools, Lieut. Hanna, reports that his department is very much hampered by the nature of the houses that are used for schools. There is not a single school-house on the island that was built for school purposes. Nearly all were built as private dwellings and are subject to high rentals. A plan has been formulated to build thatched roofed pine school-houses in the country villages. Many of these will cost only one-third the yearly rent paid for private dwellings. More substantial buildings will be erected in towns.

ROCHESTER, N. Y.—A committee of local physicians appeared before the board of education, March 16, to promote the cause of medical inspection. Supt. Gilbert agreed with the doctors and gave the results of his observations in Chicago and elsewhere. No action was taken by the board, but it is felt that the movement is launched. There is said to be a feeling on the part of the board that the board of health ought to undertake the work rather than the board of education.

INDIANAPOLIS, IND.—The pupils of the high school are making great efforts to secure a gymnasium. A petition

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signed by 800 pupils, has been presented to the school board and plans for an entertainment to raise funds have been formulated in case the idea of such an addition is favorably received.

MINNEAPOLIS, MINN.—A school of pedagogy is likely to be established at the University of Minnesota. Resolutions have been passed by the board of education of this city favoring such a department and petitioning the legislature for an appropriation of \$10,000.

CALUMET, MICH.—Mr. Alexander Agassiz, of Cambridge, Mass., president of the Calumet and Hecla Mining Company, is promoting the interests of a new manual training high school for Calumet.

GUTHRIE, OKL.—Gov. Barnes has appointed Supt. L. W. Baxter to succeed the Hon. S. N. Hopkins as territorial superintendent of public instruction. Mr. Baxter has an excellent record. He was for several years in charge of the schools at Guthrie whence he was called to take a position as one of the faculty of the territorial normal school at Edmond. The appointment is a very popular one.

BUFFALO, N. Y.—Supt. H. P. Emerson, who was seriously injured in a railroad wreck while on his way to the Chicago convention, has so far recovered that he has been able to report at his office for two or three hours daily and will be able to attend to all his duties again in a very short time.

Dr. Ida C. Bender, who was injured in the same wreck, is almost well and will soon be out.

The fiftieth annual report of the Cincinnati house of refuge, Mr. James Allison, superintendent, contains an interesting history of the half century of work done by this excellent institution. In the list of its directors will be found the names of very many of the men who have contributed to the upbuilding of Cincinnati.

The accounts of what is done in manual training for boys and girls bear eloquent testimony to the value of handiwork in the education of defectives. When it is a question of making a good citizen out of a child with criminal tendencies manual training is plainly seen to be no "fad."

BOWLING GREEN, O.—The school board has employed Mr. C. M. Swingle, of Millersburg, as principal of the high school. He is six feet four inches tall, and a man of remarkable

strength. The previous incumbent resigned the place about a week ago, after he had been assaulted and badly beaten twice by pupils, and once by a resident of the town. The boys said they would let the new principal stay two weeks, but since they have seen him they have decided to let him stay longer.

Mr. Swingle is only about thirty years of age, but he has been a teacher for fourteen years, always with distinguished success. He is said to resemble Abraham Lincoln in physique and temperament.

Recent Deaths.

BAYONNE, N. J.—Mr. Peter James Crowley, assistant principal of the Bayonne high school, who shot himself while riding in a Jersey City hack, March 18, died from the effects of his wound two days later. Just what led to the rash act is not known, tho it is conjectured that cigarettes and drink may have had something to do with it. Mr. Crowley had been absent for several days from his post of duty.

Death has removed Miss Elizabeth A. Devereux, an old and most efficient principal in the Manhattan system, from the scene of her activities. Miss Devereux had been connected with the schools since 1853, when she began as a teacher in primary department No. 15. In 1866 she was elected vice-principal of female department No. 22, a position which she held with great credit to herself until 1892, when she was given a full principalship, that of primary department No. 71. In 1897 she was transferred to the principalship of primary department No. 13, a very large school in the seventeenth ward. Her work, both as teacher and as executive, was very strong and inspiring.

PROVIDENCE, R. I.—Prof. Alonzo Williams, of Brown university, died on March 16, after a long illness, from a complication of diseases. While engaged in a series of campaign speeches last fall he caught cold, and a little later he was obliged to give up his work in the university. He was a direct descendant of Roger Williams; served for four years in the Rhode Island heavy artillery during the Civil war, being mustered out as a second lieutenant; graduated from Brown university in 1870; was professor of Latin and German in the Friends school until 1876; and professor of Germanic languages in Brown ever since.

PROVIDENCE, R. I.—Mr. Frank H. Sheffield, formerly supervising principal at Westerly, died at the state hospital for the insane, March 16. He was incarcerated under very sad circumstances three years ago, just after he had, in a fit of dementia, killed his little daughter.

A Well-Known Boston Schoolmaster.

Mr. William L. P. Boardman, died at Milton, Mass., March 21. He was headmaster of the Lewis grammar school, Roxbury, and was one of the most prominent school teachers in Boston.

Mr. Boardman was born at Bridgewater, N. H., in 1829. His professional training was gained at the Westfield normal school. While a mere lad he taught district schools at Merrimac, Westboro, and Stoughton, Mass., and later served an apprenticeship in grade work at Canton. He came to Boston as usher in the Brimmer school in 1854. Since 1869 he has been master of the Lewis school.


Mrs. Elizabeth T. Frazier.

CHICAGO.—The head assistant at the Harrison school, Mrs. Elizabeth T. Frazier, died March 7 after a long and painful illness. She was a graduate of the Chicago high and normal schools and had been teaching twenty-five years. No teacher was ever better beloved by pupils and associates.

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Mosquitoes and Yellow Fever.

A more serious charge than that of spreading malaria is brought against the mosquito in the April *Century*, the writer being the chief entomologist of the Department of Agriculture.

The latest news, which comes to us with the authority of the Yellow Fever Commission of the United States Army would seem to indicate that, great as are the discomforts which mosquitoes occasion thru their tormenting bites, and great as is their destructive effect upon human health thru the transfer of malaria, they exert still another and most maleficent influence by the transfer of yellow fever. The immediate cause of yellow fever is still disputed. Neither the *Bacillus X* of Sternberg nor the *Bacillus icteroides* of Sanerelli now seems to be the causative organism of this terrible disease, and the true nature of the germ—for it is a germ-disease—is yet to be ascertained. The experiments of last summer and winter made in government hospitals in Cuba show with a reasonable degree of certainty that mosquitoes which have bitten patients suffering with the yellow fever may, and do, upon biting healthy persons, convey the disease. In this case, however, it is not *Anopheles* which is the active agent in the transfer, but a species of *Culex* known as *Culex fasciatus*, or *Culex teniatus*, a form which, while it has always been placed in the genus *Culex*, seems, according to Theobald, the English authority, to present structural differences of sufficient importance to warrant the erection of a new genus called *Stegomyia*. Should the careful experimentation which will follow prove the validity of this discovery of our army medical men, the true germ of yellow fever will probably prove to be a protozoon—that is to say, an animal—instead of one of the bacteria—that is to say, a plant. Possibilities of the establishment of such a truth are far-reaching for inhabitants of tropical regions, and its influence upon some of our Southern ports and upon our new insular possessions will be great.

"The Baleful Mistletoe."

Balder, the god of peace in Scandinavian mythology, was killed by an arrow made of mistletoe, fired by the blind war god Hoder, at the instigation of Loki. He was restored to life at the general request of the gods. The allegory, as explained in *St. Nicholas*, is this: Balder is the sun, or daylight, which is killed by the blind god at the instigation of Loki, or darkness, but

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is restored to life the next day. Shakespeare, evidently with reference to Balder's story, describes in "Titus Andronicus," the mistletoe as "the baleful mistletoe." It is rather curious that the mistletoe should have become the symbol of peace and good will thruout the world, seeing that in Scandinavian mythology, at the resurrection of Balder, it was determined that the plant should never again be an instrument of evil "till it touched the earth." The universal custom of kissing under the mistletoe rather discounts this determination of the Scandinavian deities.

A New Grain.

A new grain which has been grown to a limited extent in Manitoba this year is called spelt. It is said to be a Russian grain, and is ground in that country and in Germany. The seed was obtained from a foreign settlement in Dakota. It was sold in Winnipeg last summer to a number of farmers, and they all speak favorably of it. Tho the season was a trying one, it produced good crops, as much as fifty bushels being obtained from one bushel of seed. It is claimed that spelt produces a heavy crop, is easily grown, and stands drought much better than most other grains, that it ripens early, and makes a superior feed grain for animals. The straw is also said to be better for feed than straw of other grains grown in Manitoba.

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Cologne's Great Cathedral.

Augustine Birrel waxes enthusiastic in the April Century over the beauties of the cathedral at Cologne.

The first thing that strikes you about Cologne cathedral is its glorious profusion, its boundless wealth. There is so much of everything. Bricks and mortar were never so multiplied, magnified, and glorified. I should like to see the original specifications. It is more than a building; it is a city by itself. The materials that go to compose the flying buttresses alone would build cottages for ten thousand men. The grinning gargoyles, the enchanting turrets, the forests of stone foliage, the poetry of waterspouts, the quaint humors of the wood-carving, the depth of the cornices, the twists and turns of the roofing, the great population of statues, the rich mosaics—who can pretend to charge his memory with more than a miserable fraction of all this detail, or to say he knows Cologne cathedral? A man who is bored with Cologne cathedral had better at once betake himself to another world: this one can provide him with nothing more interesting.

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An Expedition to Labrador.

A geological and geographical expedition to Labrador, Iceland, and Greenland is being planned for the coming summer. Last summer five Harvard men went to Labrador with Dr. R. A. Daly, of the University museum. This year's expedition will also be in charge of Dr. Daly, and will be larger than the previous one. The expedition will embark on a large steamer, and sixty men will probably be members of it, including students of geology, geography, botany, zoology, mineralogy, and all branches of natural history. The expedition will visit Iceland and the glaciers of West Greenland. A hunting party will be landed on the west coast of Greenland and in Labrador. The expedition will start June 26, and return September 20.

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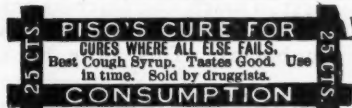
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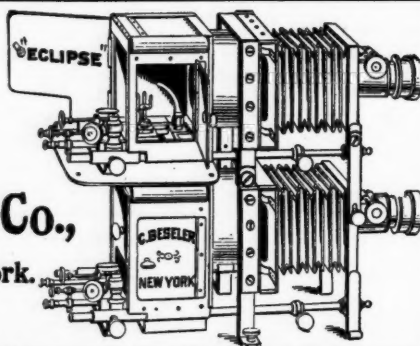
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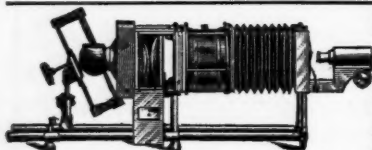
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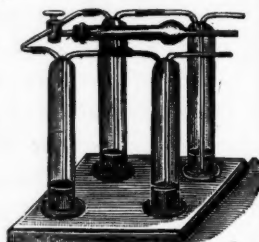
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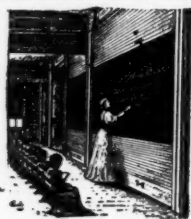
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